

Memorandum

To: General Faculty

Date: April 8, 2026

Regarding: Faculty Senate Agenda for April 10, 2026 in Richards Hall, room 102

1. Call to Order
2. Roll Call
3. Minutes
 - A) The March 13, 2026 Faculty Senate Meeting Minutes were approved electronically on March 31, 2026.
4. Discussion with Leadership
 - A) President
 - B) Provost
5. Committee Reports

Information Items (Dylan McLean, Chair):

- 1) General Information Updates
- 2) Committee Chair General Updates

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

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

- A) College of Humanities, Arts, and Social Sciences
 - 1) School of Visual and Performing Arts
 - a) [Art 1017 Studio Impacts I](#)

Request: New Course

To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all

disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

b) [Art 1018 Studio Impacts II](#)

Request: New Course

To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

c) [Art, Art Education, B.F.A.](#)

Request: Revise Program

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to AIDA, Art Education, Ceramics, Graphic Design, Painting, Printmaking and Sculpture: - New course development - Updating current course titles - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues) - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language Additionally in fulfilling the USG

initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education*, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

*Please note the teaching certification track in Art Education will be reduced to 123 hours due to the NASAD's accreditation standards for the BFA and the teacher certification requirements currently stipulated by the College of Education.

d) [Art, B.A.](#)

Request: Delete Program

Due to USG and Academic Affairs stipulations regarding program low productivity, the Bachelor of Arts in Art. (B.A.-Art) will need to be deactivated.

A teach out plan has been attached.

B) College of Education

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

a) [PHED - 3750 - Curriculum Design and Planning in Health and Physical Education](#)

Request: New Course

The department proposes removing PHED 3725 – Human Movement Studies from the undergraduate program map and replacing it with PHED 3750: Curriculum Design and Planning in Health and Physical Education. PHED 3725 currently combines content from motor development and biomechanics. Upon review of the program sequence, the faculty determined that much of the course content is already addressed in other required coursework, including: PHED 4603 Skills and Strategies sequence courses Methods courses Additional pedagogical coursework within the major As a result, there is significant content overlap and redundancy within the program. Removing PHED 3725 strengthens curricular coherence, reduces duplication, and allows for more intentional scaffolding of

movement science concepts across existing courses. Rationale for Adding the New Curriculum Course Currently, undergraduate students in the Physical Education program do not receive a dedicated introductory experience in curriculum development. While elements of planning and lesson design are addressed within methods courses, students lack a structured foundation in: Curriculum theory and models Standards alignment (e.g., SHAPE America and state standards) Scope and sequence development Vertical alignment and grade-span progression Unit mapping and long-range planning Curriculum evaluation and revision The proposed curriculum course will fill this gap by providing foundational knowledge and applied practice in curriculum design. This addition strengthens candidates' readiness for clinical practice, enhances program alignment with professional standards, and supports continuous improvement expectations tied to accreditation and state certification requirements. Distinction from Graduate-Level Curriculum Course While the new undergraduate course shares a thematic connection to the graduate-level course, Curriculum Development in Health and Physical Education, it is substantially different in scope, depth, and rigor. The graduate course emphasizes advanced analysis, leadership, policy interpretation, and systemic curriculum reform. In contrast, the proposed undergraduate course will focus on foundational concepts and applied practice appropriate for initial teacher preparation. Programmatic Impact This revision improves program quality by: Eliminating content redundancy Addressing a curricular gap in undergraduate preparation Strengthening alignment with professional standards Enhancing teacher candidate readiness for curriculum implementation Supporting program coherence and scaffolding.

b) [SPMG - 4001 - Digital Broadcast](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

c) [SPMG - 4011 - Mega-Event Management in Sport](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class.

Additionally, by offering this class permanently, we will be adding to the focus on Facility and Event Management, which is an area of the sports industry.

d) [SPMG - 4002 - Creative Content for Sport](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class.

Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

C) School of Communication, Film, and Media

1) [Mass Communications, B.S.](#)

Revise Program Request

(1) RATIONALE for Audio Production & Studio Recording Concentration

(rationales for changes in FVP Concentration and change in Field of Study re:

COMM 1121 are presented below): The School of Communication, Film, & Media

proposes a new Audio Production & Studio Recording concentration within the

existing B.S. in Mass Communications, effective Fall 2026. The concentration

requires 27 credit hours within the current major and does not increase total degree

hours. It responds to strong student interest and to growing industry demand for

graduates skilled in recording, editing, mixing, mastering, and delivering professional

audio content across broadcast, streaming, podcasting, film, digital media, gaming,

and branded communication. Audio has become a foundational component of

contemporary storytelling, and employers increasingly expect proficiency with

Digital Audio Workstations (DAWs), studio workflows, and collaborative production

practices. The concentration aligns with SCFM's mission to provide experiential,

production-centered learning and supports UWG's strategic priorities for high-impact

practices, workforce preparation, and community engagement. It also connects

directly to Georgia's CTAE Arts, Audio-Video Technology & Communications

pathway by offering a university-level continuation for students who enter with

foundational audio production skills. The program introduces a previously taught special topics course—COMM 3500: Digital Broadcasting & Streaming—along with two new studio recording courses: COMM 3501: Fundamentals of Studio Recording and COMM 4501: Advanced Studio Recording. Specifically, the studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation. The concentration is resource-responsible, utilizing existing SCFM studios, software (Pro Tools, Adobe Audition, Logic Pro), and current faculty expertise. No new full-time faculty lines are required at this time, but as the program grows, an additional faculty member with expertise in studio recording will be proposed. Near-term costs will focus on software management and minor equipment upgrades, while long-term enhancements, such as developing a dedicated recording studio, can be scaled through grants, donor support, and project-based revenue. Benefits include stronger student portfolios, increased internship and job readiness, and expanded cross-course collaboration. The initiative also enhances UWG's competitive position relative to regional programs at institutions such as GSU and MTSU by providing a media-integrated audio curriculum with earlier hands-on access and lower cost barriers. Implementation will begin in Fall 2026 with existing courses followed by adding COMM 3500 and COMM 3501 in Spring 2027, and adding COMM 4501 in Fall 2027. Assessment measures will include portfolio artifacts, technical skill evaluations, professionalism indicators, and external feedback to support continuous improvement.:

(2) RATIONALE for changes to FVP Concentration COMM 4425 and COMM 4426 are being removed from the list of advanced course options. The only remaining advanced-level course, COMM 4452, will now be required for all students in their final semester. The structure and learning outcomes of 4425 and 4426 have not changed, but the barrier to entry for them has, so students can now complete these classes at the intermediate level to better prepare them for the

Advanced class (COMM 4452). COMM 4425 is a regular offering, but we have learned that it is better suited as a preparatory class for a capstone experience and not a substitution. COMM 4426 has been shelved for several years due to similar concerns, and along with the capacity to run it as intended, we have found a more effective place for it within our curriculum. We are also adding COMM 4305 - Intermediate Short-Form Screenwriting to our FVP Concentration as an intermediate-level course. This course was approved in Spring 2025 but has not yet been added to the FVP Concentration as originally intended. (3) RATIONALE for change to Field of Study regarding COMM 1121: Experiential Learning Lab The faculty of the B.S. in Mass Communications program has developed COMM 1121 – Experiential Learning Lab to provide early and intentional engagement with the professional practices central to the School of Communication, Film, and Media (SCFM). This course is designed to introduce students, from the outset of their academic program, to the School’s diverse experiential learning environments. Students may enroll in COMM 1121 multiple times to accumulate the required three credit hours through one- or two-credit experiential modules. These modules include participation in the bluestone Public Relations Firm, Debate, the Digital Journalism Innovation Lab (including The West Georgian and WUTV), Film and Video Production activities (e.g., film races, equipment management), WOLF Radio, and WOLF Sports Network. Collectively, these experiences allow students to explore a range of professional pathways while developing foundational competencies in communication, media production, and collaborative practice. This course aligns directly with the University of West Georgia’s Quality Enhancement Plan (QEP), Career Readiness through Experiential Learning, by embedding structured, career-focused learning opportunities early in the curriculum. SCFM offers a broad array of courses that include high-impact practices and work-based learning experiences, positioning the School to advance the QEP’s objectives in measurable and meaningful ways. Through COMM 1121, students are introduced to professional environments at the beginning of their academic careers, enabling them to integrate career preparation deliberately into their long-term educational trajectories. Moreover, early engagement in experiential learning is strongly correlated with increased student retention and

persistence. COMM 1121 facilitates the development of academic and social belonging by encouraging students to interact with peers who share similar interests, collaborate in applied settings, and begin cultivating a professional identity. As SCFM promotes the message “Your Career Starts Here,” the inclusion of COMM 1121 as a required course within the Field of Study provides students with an intentional, structured introduction to career development in their discipline. Finally, while COMM 1121 strengthens the program’s career-preparation framework, students maintain access to humanities and social sciences coursework through guided electives and selected minors, ensuring a balanced and well-rounded academic experience.

2) [COMM - 3500 - Digital Broadcasting & Streaming](#)

New Course Request

Audio has become a foundational component of contemporary storytelling, and employers increasingly expect proficiency with Digital Audio Workstations (DAWs), studio workflows, and collaborative production practices. This required course will be a critical pillar for our new Audio Production & Studio Recording concentration. This course was previously taught in Spring 2025 as COMM 4485: Special Topics.

3) [COMM - 3501 - Fundamentals of Studio Recording](#)

New Course Request

The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

4) [COMM - 4501 - Advanced Studio Recording](#)

New Course Request

The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing

offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

D) Richards College of Business

1) Department of Management

a) [Artificial Intelligence \(AI\)](#)

Request: New Program

A minor in Artificial Intelligence (AI) is important for several reasons. First, AI skills are in high demand across nearly every industry and demand for employees with knowledge and experience in using AI will increase dramatically over the next ten years. Second, an AI minor will teach students not just how to use AI tools, but how they work, when they fail, and how to improve them. Third, a minor in AI will teach students the responsible and ethical use of technology. Given the widespread use of AI, it is hoped that this minor will be attractive to students across many different disciplines. The Management Department is creating an embedded concentration in AI in the BBA in Management Information Systems. Thus, this minor simply opens this option to others who may be interested.

b) [CISM - 3500 - Foundations of AI Systems in Business](#)

Request: New Course

Artificial intelligence has become a central driver of innovation, efficiency, and competitive advantage across nearly every area of business. Organizations increasingly rely on AI to inform decision-making, improve operations, personalize customer experiences, and manage risk. As a result, AI literacy is no longer a specialized skill limited to technical roles, but a core competency expected of today's business graduates regardless of their functional focus. CISM 3500: AI Foundations for Business is proposed to address this critical need by providing undergraduate students with an accessible, business-focused introduction to artificial intelligence. Unlike technically oriented AI courses, this course is designed specifically for students with no programming background and

emphasizes conceptual understanding, practical application, and strategic evaluation of AI technologies. Students will learn to interpret AI capabilities, assess business value, and communicate effectively with technical and non-technical stakeholders. The course also fills an important gap in the current curriculum by offering a cross-functional perspective on AI that complements existing courses in marketing, finance, operations, and management. In addition to exploring how AI is applied across business domains, students will critically examine ethical, legal, and societal implications of AI adoption, preparing them to support responsible and informed use of emerging technologies. Through hands-on tool exploration, case-based learning, and a team-based capstone project, the course directly supports the Richards College of Business Assurance of Learning goals, including critical thinking, digital technology competence, communication, teamwork, and leadership. Overall, this course represents a timely and impactful addition to the MIS curriculum, equipping graduates with essential AI literacy and strategic insight needed to succeed in an AI-enabled business environment.

c) [CISM - 3520 - Role of Machine Learning in AI and Business](#)

Request: New Course

Machine learning is the foundational capability that enables modern artificial intelligence systems and has become a critical driver of data-driven decision-making in today's organizations. Businesses across all functional areas—including marketing, finance, operations, human resources, and strategy—increasingly rely on machine learning models to identify patterns in data, generate predictions, manage risk, and optimize performance. As AI adoption continues to accelerate, employers seek graduates who not only understand AI conceptually but can also apply machine learning techniques to solve practical business problems and communicate analytical insights effectively. CISM 3520: Role of Machine Learning in AI and Business is proposed to meet this growing demand by providing undergraduate business students with an applied, hands-on introduction to machine learning from a managerial and analytical perspective. The course fills an important gap between introductory AI literacy and technically

advanced analytics courses by focusing on model application, evaluation, interpretation, and business impact rather than programming or algorithm design. Students learn how to translate business questions into analytical tasks, assess model performance in terms of business cost and value, and interpret results to support managerial decision-making. The course also directly supports the Richards College of Business Assurance of Learning goals by emphasizing critical thinking, digital technology proficiency, teamwork, communication, and leadership. Through hands-on exercises using industry-relevant tools and a team-based capstone project, students gain practical experience managing the full machine learning lifecycle in a business context. Overall, this course equips graduates with essential AI-related analytical skills and prepares them to contribute meaningfully to data-driven and AI-enabled organizations, making it a timely and high-value addition to the MIS curriculum.

d) [CISM - 3540 - Big Data & AI in Business](#)

Request: New Course

Artificial intelligence initiatives in modern organizations increasingly succeed or fail based on the quality, scale, and governance of the underlying data infrastructure. While many AI courses focus on models and algorithms, industry experience consistently shows that the greatest challenges in deploying AI at scale stem from data integration, architecture, feature management, and operationalization rather than from modeling techniques alone. As businesses move toward enterprise-wide AI adoption, there is a growing need for graduates who understand how Big Data platforms enable, constrain, and shape AI capabilities in real-world environments. CISM 3540: Big Data & AI in Business is proposed to address this critical gap by focusing on the data foundations that power artificial intelligence systems. Building on earlier coursework in AI and machine learning, this course prepares students to design and evaluate end-to-end data-AI pipelines that transform raw, large-scale data into production-ready AI solutions. Students learn how data architecture choices—such as data lakes, feature stores, and vector databases—directly affect scalability, performance, cost, and ethical outcomes of AI systems, ensuring that technical decisions remain

aligned with business strategy. The course also strengthens the Richards College of Business Assurance of Learning goals by emphasizing applied problem solving, digital technology proficiency, teamwork, communication, and leadership. Through a project-based, cloud-centric approach, students gain experience navigating the full AI lifecycle, from data ingestion and governance to model deployment and value realization. As a capstone-level course within the AI concentration, CISM 3540 prepares graduates to lead data-driven AI initiatives, bridge communication gaps between technical and business teams, and contribute meaningfully to enterprise-scale AI and analytics projects.

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

Request: Revise Program

Artificial Intelligence (AI) skills are in high demand in today's work environment. Job trends in AI are exceptionally strong, characterized by high demand, rapidly growing salaries, and widespread adoption across sectors such as finance, healthcare, and manufacturing. The concentration in AI will be characterized by skills such as machine learning, generative AI, prompt engineering, and AI deployment.

2) Department of Marketing and Real Estate

a) [MKTG - 4835 - Digital Marketing Analytics](#)

Request: New Course

Digital applications have been growing rapidly in all aspects of Marketing and along with this the availability of digital marketing data. This course will focus on the concepts, tools, and techniques used to collect, analyze, and interpret digital marketing data.

Information Items:

- A) [High Impact Practices, Writing Intensive Course Designations:](#) Approved by the committee.
- B) [High Impact Practices: Undergraduate Research Designations:](#) Approved by the committee.
- C) Comprehensive Program Reviews: Approved by the committee.
 - 1) [Bachelor of Arts with a Major in International Economic Affairs](#)

- 2) [Bachelor of Business Administration with a Major in Accounting](#)
- 3) [Bachelor of Business Administration with a Major in Economics](#)
- 4) [Bachelor of Business Administration with a Major in Finance](#)
- 5) [Bachelor of Business Administration with a Major in Management](#)
- 6) [Bachelor of Business Administration with a Major in Management Information Systems](#)
- 7) [Bachelor of Business Administration with a Major in Marketing](#)
- 8) [Bachelor of Science with a Major in Economics, General](#)
- 9) [Bachelor of Interdisciplinary Studies](#)

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

Action Items (Addendum II):

A) College of Education

1) Department of Early Childhood through Secondary Education

a) [Elementary Education, M.Ed.](#)

Request: Revise

We are adding existing courses to the program curriculum to support CPoS regarding federal financial aid compliance. These course options were previously approved through Wolf Watch petitions. Building these course options into Wolf Watch will avoid petitions and notification to students that courses are not aid eligible.

2) Department of Educational Technology and Foundations

a) [Post-Baccalaureate Certificate in Online Teaching](#)

Request: Revise

This proposal reflects improvements that program faculty have enacted to keep pace with changes in the field of online teaching and learning over the past 5-6 years. In the proposed revision to this program, candidates will still be advised to take the course pre-requisite of MEDT 7464 or MEDT 7461 for an introduction to instructional design, as they will need to have met this by the time they enroll in MEDT 7489 (see below).

--The first OTC course will be MEDT 7472: Introduction to Online Learning, which offers an introduction to the principles, practices, and issues involved in

online teaching and learning. Changes to this existing course have been proposed via Curriculog in 2026-2027 to make it less intensive in terms of online course design and broader in offering a survey of principles, practices, and issues.

--The second OTC course will be MEDT 7489: Asynchronous Online Course design (new course has been proposed via Curriculog in 2026-2027). In this course, candidates will engage in in-depth online design of high-quality asynchronous online instruction using instructional design models, Universal Design for Learning, and best practices in online course design. For this reason, this course will have pre-requisites that ensure some instructional design experience (Pre-requisite: MEDT 7464 or MEDT 7461) and some basic knowledge of the field of online learning (Pre-requisite: MEDT 7472).

--The third and final OTC course will be MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning. Through this course, candidates will facilitate their designed instruction, and they will assess learning and evaluate impact for improving the design for future use. This course will require the pre-requisite of MEDT 7489, as candidates will need to have a strong background in online course design. MEDT 7491 is an existing course, and it has been slightly modified in Curriculog in 2026-2027 to remove an irrelevant statement from the course description.

3) Department of Leadership, Research, and School Improvement

a) [EDLE - 6391 - Strategic Communication, Collaboration, and Coaching in Educational Leadership](#)

Request: Add

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence and capacity building, candidates practice aligning stakeholders to vision, leading coaching conversations, and using data to guide reflective dialogue. Coaching is framed as a strategic, ethical approach that builds trust, collective efficacy, and sustainable improvement.

b) [EDLE - 6392 - Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture](#)

Request: Add

This course, embedded in the new M.Ed. in Educational Leadership Strategic Leadership track, prepares candidates to lead safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to learning and workforce stability, candidates align culture, data, and systems to mission and vision, design strategic action plans, and lead high-stakes conversations. Safety and well-being are framed as strategic levers for ethical leadership, capacity building, and sustainable improvement.

c) [EDLE - 6393 - Leading Impactful Change and Strategic Improvement](#)

Request: Add

This course, embedded in the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead sustainable change through systems thinking, data-informed decision-making, and program evaluation. Candidates analyze schools as interconnected systems, evaluate initiatives using multiple data sources, and develop strategic improvement recommendations. The course emphasizes ethical leadership, initiative alignment, and collective ownership for continuous improvement focused on student success.

d) [EDLE - 6394 - Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth](#)

Request: Add

This course, embedded in the Strategic Leadership track of the new M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness and long-term impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates develop reflective leadership growth plans aligned to organizational priorities. Leader well-being is positioned as a strategic responsibility that strengthens culture, ethical decision-making, and sustainable improvement across schools and districts.

e) [EDLE - 7600 - Foundations of Teacher Leadership and Distributed Leadership](#)

Request: Add

This course is developed to support teacher retention and leadership sustainability in Georgia by providing experienced educators with structured opportunities to lead without leaving the classroom. As Georgia schools face ongoing challenges related to retaining high-quality teachers, research shows that teachers are more likely to remain in the profession when they experience professional agency, leadership voice, and meaningful collaboration. Grounded in distributed and shared leadership models, the course develops leadership identity, ethical responsibility, and collaborative influence while preparing candidates for roles such as instructional coach, department leader, and PLC facilitator. By examining teacher leadership frameworks and organizational leadership models, candidates build the capacity to contribute to shared decision-making and instructional improvement, strengthening school culture and effectiveness while creating viable leadership pathways that support long-term teacher engagement and retention.

f) [EDLE - 7700 - Instructional Coaching and Mentoring for Teacher Leaders](#)

Request: Add

This course is developed to strengthen teacher retention and instructional capacity in Georgia by preparing teacher leaders to serve as instructional coaches and mentors who support professional growth without requiring teachers to exit the classroom. As schools seek sustainable approaches to improving teaching and learning, instructional coaching has emerged as a high-impact strategy for building teacher confidence, efficacy, and long-term commitment to the profession. Grounded in adult learning theory, the course equips candidates with research-based coaching and mentoring models and practical skills in observation, feedback, reflective dialogue, and instructional support, with particular emphasis on culturally responsive and equitable practices. Through applied coaching cycles, candidates learn to build professional trust, support teachers across career stages, and contribute to continuous instructional improvement, key conditions for improving teacher satisfaction, effectiveness, and retention.

g) [EDLE - 7800 - Curriculum, Instruction, and Assessment Leadership](#)

Request: Add

This course is developed to support teacher retention and school improvement in Georgia by preparing teacher leaders to guide coherent alignment of curriculum, instruction, and assessment in ways that strengthen instructional clarity and reduce professional fragmentation. When teachers experience inconsistent expectations and misaligned curriculum systems, job-related stress and burnout increase, contributing to attrition. By developing expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks, candidates are equipped to lead collaborative curriculum review processes and instructional improvement cycles at the team or school level. The course prepares teacher leaders to support colleagues in translating standards into effective classroom practice, fostering instructional coherence, shared understanding, and collective efficacy, conditions that enhance teaching effectiveness, professional satisfaction, and long-term retention.

h) [EDLE - 7900 - Data-Informed Decision Making and School Improvement for Teacher Leaders](#)

Request: Add

This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

i) [EDLE - 8000 - Professional Learning Design and Facilitation](#)

Request: Add

This course is developed to support teacher retention and instructional improvement in Georgia by preparing teacher leaders to design and facilitate sustained, job-embedded professional learning that is responsive to teacher and student needs. When professional learning is disconnected from classroom practice, teachers are more likely to disengage and experience burnout. Grounded

in adult learning theory, the course equips candidates with skills to lead teacher-driven professional development, design effective PLC structures, and facilitate collaborative learning experiences that promote collective responsibility and instructional growth. By learning to evaluate the impact of professional learning on instructional practice and student outcomes, candidates strengthen schoolwide cultures of continuous improvement, professional trust, and shared leadership, which are key conditions for improving teacher satisfaction, effectiveness, and long-term retention.

j) [EDLE - 8100 - Teacher Leadership Capstone](#)

Request: Add

This culminating course is developed to strengthen teacher retention and leadership sustainability in Georgia by providing candidates with an authentic, school-based opportunity to apply teacher leadership knowledge in ways that create meaningful impact. By engaging in a Teacher Leadership Capstone Project grounded in practitioner inquiry or action research, candidates address real instructional or organizational needs within their school contexts, increasing relevance and professional ownership. Emphasizing collaboration and systems thinking, the course prepares teacher leaders to design, implement, and reflect on improvement initiatives that support students, educators, and school communities. This applied leadership experience reinforces professional efficacy, validates teacher expertise, and fosters long-term commitment to the profession by positioning teachers as change agents within their own schools.

k) [Teacher Leadership Certificate Program](#)

Request: Add

The Teacher Leadership Certificate Program prepares experienced educators to lead instructional improvement, professional learning, and school culture while remaining in the classroom. Aligned to GaPSC Rule 505-3-.72, the program responds to the growing need for formal and informal teacher leadership, supports continuous improvement and increases student outcomes, and promotes teacher retention through meaningful leadership pathways.

B) College of Humanities, Arts, and Social Sciences

1) School of Humanities

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

Request: Revise

Our primary aim with these proposed History M.A. Program modifications is to streamline the graduate program so as to emphasize flexibility for students and to remove potential barriers to timely degree completion. We are also responding to changes in the numbers of graduate courses we can offer following multiple tenure-track faculty departures. We are proposing three modifications: 1) reducing the number of tracks within the History M.A. from the current five to three: Thesis, Non-Thesis, Public History; 2) moving from rigidly defined fields to a more flexible elective approach. The number of electives would vary depending on track. At least one elective must be focused on a U.S. History topic, at least one elective must be focused on a non-U.S. History topic, and at least one elective must be focused on a Public History topic; 3) removing the digital portfolio as a capstone option for the Non-Thesis track, focusing that track on a comp exam plus research paper capstone. The digital portfolio will remain a capstone option in the Public History track.

C) Richards College of Business

1) Department of Economics

a) [Embedded Certificate in Applied Data Analytics](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Data Analytics while in the MBA program. Students learn how to analyze large data sets and apply modern statistical techniques to solve real-world business problems. The certificate requires nine total credit hours including one required course (ECON 5208 Intro to Business Programming) and two electives chosen from four available (ECON 5408, ECON 5475, MKTG 6868, and ECON 6430). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

2) Department of Management and Management Information Systems

a) [Embedded Certificate in Cyber Security](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Cybersecurity while in the MBA program. Students learn the advanced technical skills and strategic insight needed to safeguard computer systems, networks, and sensitive data against cyber threats that are growing in complexity and frequency. The certificate requires nine total credit hours including one required course (CISM 5355 Cybersecurity Operations) and two electives chosen from four available (CISM 6410, CISM 6420, CISM 6440, and CISM 6460). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

3) Department of Marketing

a) [Embedded Certificate in Digital Marketing](#)

Request: Add

This certificate offers students the option to gain a specialty in Digital Marketing while in the MBA program. Students learn essential knowledge and practical skills in digital strategy, analytics, content creation, and campaign management. The certificate requires nine total credit hours including one required course (MKTG 6850 Analytical Methods in Marketing) and two electives chosen from three available (MKTG 5810, MKTG 5818, and MKTG 6815). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

b) [Embedded Certificate in Sales and Consumer Research](#)

Request: Add

This certificate offers students the option to gain a specialty in Sales and Consumer Research while in the MBA (Master of Business Administration) program. Students develop strategic and technical expertise in sales management, consumer behavior, and engagement. The certificate requires nine total credit hours from MKTG 6850, MKTG 5864, MKTG 5805 OR MKTG 6815. Students

can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

Information Item:

A) GPC approved changes in admission standards for the following programs

1) College of Education

a) [Teacher Education, M.A.T., Concentration in Elementary Education\](#)

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

b) [Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Pass the GACE Content Assessment in the appropriate field to match the concentration

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

2) College of Humanities, Arts, and Social Sciences

a) [Post-Baccalaureate Certificate in College English Teaching](#)

The certificate is designed for those who want to teach English at the introductory college level, and a candidate's success in the program is partly determined by their preparation for discipline-specific graduate level work in the field. Thus, we are adding the requirement that students wishing to pursue this certificate hold a BA in English with a 3.0 in the major; students without a BA in English may be admitted if they can present comparable coursework (determined by the program's admission committee) with a 3.0 average across those courses. This minimum standard will ensure that incoming students have the background to succeed in graduate level literary analysis courses and the discipline-specific pedagogy courses required as part of the program

B) GPC approved 16 courses for the Writing-intensive course designations (High-Impact Practices HIPs attributes) (List is in [appendix](#))

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

Action Item ([Addendum III](#)):

- A) UWG Policy on Personnel Action, Post-Tenure Review Procedures, Voluntary Resignation, and Faculty Absence

Committee VII: Rules Committee (Marian Buzon, Chair)

Action Item (Addendum IV):

- A) Senate Chair Election Policy
 - 1) Discussion and vote on proposed Faculty Senate Chair and Chair-Elect procedures.
- 6. Old Business
 - a. None
- 7. New Business
 - A) Focused Discussion: Faculty Perspectives on Trust and Communication
- 8. Announcements
- 9. Adjourn

Addendum I

ART - 1017 - Studio Impacts I

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Desired Effective Year*

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.

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 1017

Course Title* Studio Impacts I

Long Course Title

Course Type*

Catalog Course Description* Studio Impacts I is the first course in a sequence of a year-long exploration of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites ART 1007

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

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

1. Students will demonstrate the ability to use discipline specific language and documentation methods to develop a visual arts portfolio.
2. Demonstrate clear and concise evidence of writing on visual art.
3. Demonstrate evidence of engaging in professional art activities.
4. Demonstrate understanding of the interdisciplinary connections between academics, research, and artistic practice and engagement.

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* 45

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.



Studio Impacts I

Summer 2025 Section 02 0 Credits 06/02/2025 to 07/18/2025 Modified 02/18/2026

If this is a core curriculum class, please ensure that you are using the approved assignment and indicate for students in the list below which assignment it is.

Description

Studio Impacts I is the first course in a sequence of a year-long exploration of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts

Requisites

Corequisites: ART 1007

Contact Information

Meeting Times

Materials

Materials and handouts will be provided by the instructor

Outcomes

1. Students will demonstrate the ability to use discipline specific language and documentation methods to develop a visual arts portfolio.
2. Demonstrate clear and concise evidence of writing on visual art.
3. Demonstrate evidence of engaging in professional art activities.
4. Demonstrate understanding of the interdisciplinary connections between academics, research, and artistic practice and engagement.

Evaluation

Students will be evaluated on their completion of activities and a visual portfolio.

Assignments

If this is a core curriculum class, please indicate in the assignment notes which assignments will be used for gen ed assessment.

Schedule

Course Policies and Resources



Generative Artificial Intelligence Course Policy

1. Generative Artificial Intelligence (Gen AI) *is not allowed in any coursework.*

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

REQUIRED!

Please view suggested language for Artificial Intelligence (AI) policies under the "Proposal for Common Language for Course Syllabus" section on the [Constructing a Syllabus](#) (<https://www.westga.edu/academics/institute-faculty-excellence/constructing-syllabi.php#d21e816>) webpage. The sample syllabi policies cover four different stances that faculty can take regarding Generative AI. These syllabi policies are intended to help faculty craft a Generative AI policy that suits their pedagogy. Choose one of the four.

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(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

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

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

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

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

UWG Email Policy

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

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

Additional Items

ART - 1018 - Studio Impacts II

2026-2027 Undergraduate New Course Request

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College - School/ Department*

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Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 1018

Course Title* Studio Impacts II

Long Course Title

Course Type*

Catalog Course Description* Studio Impacts II is the second course in a sequence of a year-long exploration of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites ART 1008

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Satisfactory/Unsatisfactory
- No IP


Justification and Assessment

Rationale* To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

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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* 45

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

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

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Studio Impacts II

Summer 2025 Section 02 0 Credits 06/02/2025 to 07/18/2025 Modified 02/18/2026

If this is a core curriculum class, please ensure that you are using the approved assignment and indicate for students in the list below which assignment it is.

Description

Studio Impacts II is the **second** course in a sequence of a year-long exploration of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts

Requisites

Corequisites: ART 1007

Contact Information

Meeting Times

Materials

Materials and handouts will be provided by the instructor

Outcomes

1. Students will demonstrate the ability to use discipline specific language and documentation methods to develop a visual arts portfolio.
2. Demonstrate clear and concise evidence of writing on visual art.
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Evaluation

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Assignments

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Schedule

Course Policies and Resources

Generative Artificial Intelligence Course Policy

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REQUIRED!

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

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

UWG Email Policy

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

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

Additional Items

Art, Art Education, B.F.A.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Visual and Performing Arts

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

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

Yes
 No

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

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program
 Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Art, Art Education, B.F.A.

Program ID - DO NOT EDIT* 4928

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Fine Arts

Program Description* UWG offers two tracks in Art Education: the B.F.A. in Art Education is designed for undergraduate candidates and has two tracks art teacher certification and community arts (non-teacher certification track), while the Post-Baccalaureate Initial Certification in Art is designed for candidates holding an undergraduate degree from an accredited institution. Only the B.F.A. in Art Education (teacher certification track) and the Post-Baccalaureate Initial Certification in Art lead to teaching certification T-4 (P-12). The B.F.A. In Art Education Community Arts track focuses on teaching and facilitating art activities in community settings such as arts centers, museums, community centers and more. The programs focus on providing quality education, instruction, and guidance to assist art teaching and community arts candidates in professional preparation programs to become highly effective and efficient artist-teachers. Emphasis is placed on providing an awareness of traditional and contemporary approaches to teaching art and for methods of developing meaningful, cohesive art curricula applicable to community arts settings and P-12 grades for students and individuals of all aptitudes, and abilities. The programs place emphasis on teaching and learning strategies that are based on interdisciplinary and cross-curricula approaches to education, which integrate art production, art history, art criticism, and aesthetics.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

ART 1006 Design I (2D)
ART 1007 Drawing I
ART 1008 Drawing II
ART 1009 Design II (3D)
ART 2201 History of World Art I
ART 2202 History of World Art II

BFA in Art: Art Education

Fine Arts Core: 15 Hours

ART 3301 Beginning Ceramics
[After] (and)

ART 3601 Painting I: Watercolor
[After] (and)

ART 3701 Intro to Photography
[Before]And
ART 3801 Printmaking I: Survey
[Before]and
ART 3901 Introductory Sculpture

Art Education Sequence: 15 Hours

ART 3011 Art Education Foundations
ART 3012 Processes and Materials for Art
Education

ART 4009 Curriculum and Assessment for Art
ART 4010 Instructional Planning and Pedagogy for Art
ART 4998 Senior Capstone Experience I
ART 4999 Senior Capstone Experience II

Art History Electives: 6 Hours

3 hrs Non-Western Art and 3 hrs 3000 or above

ART 3210 Non-Western Art
[After] (or)

ART 4211 Japanese Art
[After] (or)

ART 4215 Art of the African Diaspora

BFA in Art: Art Education Concentrations

Professional Education (Teacher Certification Track): 15 Hours

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

SPED 3715 The Inclusive Classroom: Differentiating Instruction

ART 4011 Internship in Art Education

ART 4012 Internship in Art Education

ART 4013 Internship in Art Education

Art Electives: 15 Hours

ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4985

Professional Core (Community Arts Track): 12 Hours

**SPED 3715 The Inclusive Classroom:
Differentiating Instruction**

ART 4011 Internship in Art Education

ART 4012 Internship in Art Education

ART 4013 Internship in Art Education

Art Electives: 15 Hours

**ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART
48XX, ART 39XX, ART 49XX, ART 4985**

Total: 123 Hours

**Reserved studio space will be available both during the day and evening in order
that students have access to a minimum of three clock hours per credit hour of
class per week.**

PROGRAM CURRICULUM


****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculumlog@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 Curriculumlog 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* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to AIDA, Art Education, Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- New course development
- Updating current course titles
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues)
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language

Additionally in fulfilling the USG initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education*, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

*Please note the teaching certification track in Art Education will be reduced to 123 hours due to the NASAD's accreditation standards for the BFA and the teacher certification requirements currently stipulated by the College of Education.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face

competency based education (all forms), distance education, face to face instruction, or more than one method of curriculum delivery.

None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

ABOUT THE MAJOR

The BFA Program is considered to be the professional degree for those students interested in graduate school or pursuing other career opportunities in the visual arts. The intensity of this degree results in students becoming proficient in a specific studio area while augmenting it with studio areas outside their concentration. The BFA in Art program at UWG currently offers seven concentrations that are chosen by the student after they have completed their foundation classes.

The current concentrations offered at UWG are: Art Education, Ceramics, Community Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture

ABOUT THIS MAP

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. Use this map to help plan and guide your experience at UWG, including academic, co-curricular, and discovery opportunities. Everyone's experience is different and activities in this map are suggestions. Always consult with your advisors whenever possible for new opportunities and updates.

Visit westga.edu/program-maps for the latest version of this major map.



VISIT WOLFWATCH
FOR MORE
INFORMATION.



HAVE A QUESTION?
CHECK IN WITH
YOUR ADVISOR!



WHERE CAN YOU GO WITH THIS DEGREE?

- Art Auctioneer
- Art Dealer
- Art Historian
- Art Professor
- Art Teacher
- Art Therapist
- Journalist
- Museum Exhibit Designer
- Museum Curator
- Talent Agent

ADD A CERTIFICATE

- Arts Management
- Museum Studies
- Public History

HONORS COLLEGE

Consider joining if you have an Overall GPA of 3.2 and earned 15 college credit hours!

COMMUNITY ARTS

Bachelor of Fine Arts

60

CORE CREDIT HOURS

60

MAJOR CREDIT HOURS

0

ELECTIVE CREDIT HOURS

TERM 1: FALL

- C1: ENGL 1101** 3 CREDIT HOURS
English Composition I
- S1: HIST 1111 OR 1112** 3 CREDIT HOURS
World History
- F: ART 1006 OR 1009** 3 CREDIT HOURS
Design I (2D)/Design II (3D)
- F: ART 1007** 3 CREDIT HOURS
Drawing I
- ART 1017** 0 CREDIT HOURS
- T3: STEM COURSE** 3 CREDIT HOURS
- A: HUMANITIES** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101; REQUIRED TO EARN C OR HIGHER.
 - COMPLETE ART 1006, 1007 (C OR BETTER).
 - EARN 18 OR MORE CREDIT HOURS.

TERM 2: SPRING

- C2: ENGL 1102** 3 CREDIT HOURS
English Composition II
- M: MATH 1001 OR 1111** 3 CREDIT HOURS
Quantitative Skills & Reasoning or College Algebra
- P1: HIST 2111 OR 2112** 3 CREDIT HOURS
US History
- F: ART 1006 OR 1009** 3 CREDIT HOURS
Design I (2D)/Design II (3D)
- F: ART 1008** 3 CREDIT HOURS
Drawing II
- ART 1018** 0 CREDIT HOURS
- T2: NON-LAB SCIENCE** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102; REQUIRED TO EARN C OR HIGHER.
 - COMPLETE ART 1008, 1009 (C OR BETTER).
 - EARN 18 OR MORE CREDIT HOURS.

18 FALL CREDIT HOURS + 18 SPRING CREDIT HOURS = 36 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Enroll in Art Foundations Courses.
- Start taking University Core courses such as ART 1201, and remember it is important to take a mix of Art and University Core throughout your 4 years!
- Attend the Art Program Gathering (The Gathering).
- Meet with your Art Mentor (one will be assigned).
- Visit the Center for Academic Success (if you want some extra help).
- Talk with your mentor about the BA and BFA degree plans.

FIND YOUR PLACE

- Join the Art Student Union.
- Attend Art Infuse and Art Incend.
- Meet with art mentor.
- Explore what the University has to offer, Ingram Library, UREC etc.

BROADEN YOUR PERSPECTIVES

- Go to an Art Exhibition Reception.
- Attend a capstone exhibition.
- Attend the Faculty or Alumni Exhibition and Reception in the Fall.

CONNECT OFF-CAMPUS

- Visit the Carrollton Art Center, Southeastern Quilt & Textile Museum, or local gallery.
- Attend School of the Arts lectures and events; if you are not on the Newnan campus, be sure to visit the Vault Gallery.

TAKE CARE OF YOURSELF

- Focus on time management: make sure that in addition to doing well in all of your classes that you are making time for yourself throughout the week.
- Explore UWG's Wellness Hub.

PAVE YOUR PATH

- Investigate the concentrations offered in ART.
- Passionate about more than one subject? Consider a minor within CACSI.

TERM 1: FALL

- ART 3301** 3 CREDIT HOURS
Beginning Ceramics
- ART 3601** 3 CREDIT HOURS
Painting I: Watercolor
- F: ART 2201 OR 2202** 3 CREDIT HOURS
History of Western Art I or II
- ART 3011** 3 CREDIT HOURS
Art Education Foundations
- I2: INSTITUTIONAL OPTION** 2 CREDIT HOURS
- T1: SCIENCE + LAB** 4 CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (ART EDUCATION).
 - EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

- ART 3012** 3 CREDIT HOURS
Processes and Materials for Art Education
- ART 3801** 3 CREDIT HOURS
Printmaking I: Survey
- ART 3901** 3 CREDIT HOURS
Introductory Sculpture
- F: ART 2201 OR 2202** 3 CREDIT HOURS
History of Western Art I or II
- P2: POLS 1101** 3 CREDIT HOURS
American Government
- I1: ART 2000** 3 CREDIT HOURS
(Recommended) Oral Communication and the Visual Arts

- MILESTONES:**
- STUDENTS SHOULD COMPLETE TEACHER EDUCATION ADMISSION.
 - EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

18 FALL CREDIT HOURS + 18 SPRING CREDIT HOURS = 36 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Continue taking University Core classes.
- Secondary Art Core.
- Choose your concentration.
- Mid-Program Review.
- Continue meeting with art mentor.
- Take ART 2000, ART 2201 and 2202.

FIND YOUR PLACE

- Volunteer to help out at Art Infuse and Art Incend.
- Continue meeting with art mentor.
- Attend visiting artist presentation.
- Enter work into The Eclectic.

BROADEN YOUR PERSPECTIVES

- Participate in Critique with a Visiting Artist.
- Attend a visiting artist lecture.
- Initiate an SRAP grant with art faculty.
- GPA 3.2 or above? Consider applying to the Honors Program.

CONNECT OFF-CAMPUS

- Seek out an Internship.
- Study Abroad.
- Visit Atlanta, see what it has to offer: The High Museum, MoCA GA, Atlanta Contemporary Arts Center, Binders, Sam Flax, etc.
- Participate in Art Takeover

TAKE CARE OF YOURSELF

- Utilize the free and confidential resources at the campus Counseling Center if needed.
- Take a group fitness class, explore the outdoors, or use the gym at University Recreation.

PAVE YOUR PATH

- Draft Artist Statement and think about Resume development (experience, skills, exhibitions).
- Submit work to the Juried Student Exhibition.
- Take part in the Art Atelier.
- Apply for a Student Assistant position.

TERM 1: FALL

ART 3701 OR 3700 **3** CREDIT HOURS
Introduction to Photography or Survey of Photography

ART 4010 **3** CREDIT HOURS
Instructional Planning and Pedagogy for Art

ART 4078 **0** CREDIT HOURS
Mid-Program Review

ART HISTORY ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art History Class

S2: SOCIAL SCIENCE **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE MID PROGRAM REVIEW, BFA IN ART (ART EDUCATION).
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4009 **3** CREDIT HOURS
Curriculum and Assessment for Art

ART 4998 **0** CREDIT HOUR
Senior Capstone Experience I

ART STUDIO ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art Studio Class

ART STUDIO ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art Studio Class

ART HISTORY ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art History Class

A: HUMANITIES **3** CREDIT HOURS

- MILESTONES:**
- EARN 16 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
 - COMPLETE CAPSTONE I.

12 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 27 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Continue taking University Core classes.
- Secondary Art Core.
- Choose your concentration.
- Mid-Program Review.
- Continue meeting with art mentor.
- Take ART 2000, ART 2201 and 2202.

FIND YOUR PLACE

- Volunteer to help out at Art Infuse and Art Incend.
- Continue meeting with art mentor.
- Attend visiting artist presentation.
- Enter work into The Eclectic.

BROADEN YOUR PERSPECTIVES

- Participate in Critique with a Visiting Artist.
- Attend a visiting artist lecture.
- Initiate an SRAP grant with art faculty.
- GPA 3.2 or above? Consider applying to the Honors Program.

CONNECT OFF-CAMPUS

- Seek out an Internship.
- Study Abroad.
- Visit Atlanta, see what it has to offer: The High Museum, MoCA GA, Atlanta Contemporary Arts Center, Binders, Sam Flax, etc.
- Participate in Art Takeover

TAKE CARE OF YOURSELF

- Utilize the free and confidential resources at the campus Counseling Center if needed.
- Take a group fitness class, explore the outdoors, or use the gym at University Recreation.

PAVE YOUR PATH

- Draft Artist Statement and think about Resume development (experience, skills, exhibitions).
- Submit work to the Juried Student Exhibition.
- Take part in the Art Atelier.
- Apply for a Student Assistant position.

TERM 1: FALL

ART 4999 **0** CREDIT HOURS
Senior Capstone Experience II

ART STUDIO ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art Studio Class

ART STUDIO ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art Studio Class

ART STUDIO ELECTIVE **3** CREDIT HOURS
Any 3000/4000 Level Art Studio Class

SPED 3715 **3** CREDIT HOURS
The Inclusive Classroom: Differentiating Instruction University

- MILESTONES:**
- COMPLETE CAPSTONE II.
 - APPLY FOR GRADUATION.
 - EARN 14 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4011 **3** CREDIT HOURS
Internship in Art Education

ART 4012 **3** CREDIT HOURS
Internship in Art Education

ART 4013 **3** CREDIT HOURS
Internship in Art Education

- MILESTONES:**
- COMPLETE INTERNSHIP IN ART EDUCATION.
 - EARN 9 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
 - COMPLETE 126 CREDIT HOURS (GRADUATE).

12 FALL CREDIT HOURS + 9 SPRING CREDIT HOURS = 21 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Finish University Core classes.
- Capstone 1 & 2.

FIND YOUR PLACE

- Visit the Office of Career and Graduate School Connections to help you determine next steps for your academic or professional goals.
- Present your art or art history research at Scholars' Day.
- Meet with your art mentor, talk about your post-graduation goals.
- Consider becoming a Peer Tutor.

BROADEN YOUR PERSPECTIVES

- Enter a national or regional juried exhibition.
- Travel to a professional Symposium/Conference. The Office of Undergraduate Research can help you find funding if needed.

CONNECT OFF-CAMPUS

- Go to a Conference or Symposium.
- Organize a gallery trip.
- Be part of a UWG volunteer program.

TAKE CARE OF YOURSELF

- Practice mindfulness and stress reduction techniques.
- Connect with like-minded peers on campus through the Center for Student Involvement and Inclusion.
- Plan to stay connected to UWG after you graduate. Visit the UWG Alumni Association.

PAVE YOUR PATH

- Prepare Resume/Portfolio.
- Apply for Jobs/Graduate School.
- Hold a leadership position (i.e. ASU President).
- Explore residency opportunities.

ABOUT THE MAJOR

The BFA Program is considered to be the professional degree for those students interested in graduate school or pursuing other career opportunities in the visual arts. The intensity of this degree results in students becoming proficient in a specific studio area while augmenting it with studio areas outside their concentration. The BFA in Art program at UWG currently offers seven concentrations that are chosen by the student after they have completed their foundation classes.

The current concentrations offered at UWG are: Art Education, Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture

ABOUT THIS MAP

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. Use this map to help plan and guide your experience at UWG, including academic, co-curricular, and discovery opportunities. Everyone's experience is different and activities in this map are suggestions. Always consult with your advisors whenever possible for new opportunities and updates.

Visit westga.edu/program-maps for the latest version of this major map.



VISIT WOLFWATCH
FOR MORE
INFORMATION.



HAVE A QUESTION?
CHECK IN WITH
YOUR ADVISOR!



WHERE CAN YOU GO WITH THIS DEGREE?

- Art Teacher
- Art Dealer
- Art Historian
- Art Professor
- Journalist
- Museum Exhibit Designer
- Museum Curator
- Talent Agent

ADD A CERTIFICATE

- Arts Management
- Museum Studies
- Public History

HONORS COLLEGE

Consider joining if you have an Overall GPA of 3.2 and earned 15 college credit hours!

ART EDUCATION

Bachelor of Fine Arts

60

CORE CREDIT HOURS

63

MAJOR CREDIT HOURS

0

ELECTIVE CREDIT HOURS

TERM 1: FALL

- C1: ENGL 1101** 3 CREDIT HOURS
English Composition I
- S1: HIST 1111 OR 1112** 3 CREDIT HOURS
World History
- F: ART 1006 OR 1009** 3 CREDIT HOURS
Design I (2D)/Design II (3D)
- F: ART 1007** 3 CREDIT HOURS
Drawing I
- ART 1017** 0 CREDIT HOURS
- T3: STEM COURSE** 3 CREDIT HOURS
- A: HUMANITIES** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101; REQUIRED TO EARN C OR HIGHER.
 - COMPLETE ART 1006, 1007 (C OR BETTER).
 - EARN 18 OR MORE CREDIT HOURS.

TERM 2: SPRING

- C2: ENGL 1102** 3 CREDIT HOURS
English Composition II
- M: MATH 1001 OR 1111** 3 CREDIT HOURS
Quantitative Skills & Reasoning or College Algebra
- P1: HIST 2111 OR 2112** 3 CREDIT HOURS
US History
- F: ART 1006 OR 1009** 3 CREDIT HOURS
Design I (2D)/Design II (3D)
- F: ART 1008** 3 CREDIT HOURS
Drawing II
- ART 1018** 0 CREDIT HOURS
- T2: NON-LAB SCIENCE** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102; REQUIRED TO EARN C OR HIGHER.
 - COMPLETE ART 1008, 1009 (C OR BETTER).
 - EARN 18 OR MORE CREDIT HOURS.

**18 FALL CREDIT HOURS + 18 SPRING CREDIT HOURS
= 36 CREDIT HOURS**

CRUSH YOUR COURSEWORK

- Enroll in Art Foundations Courses.
- Start taking University Core courses such as ART 1201, and remember it is important to take a mix of Art and University Core throughout your 4 years!
- Attend the Art Program Gathering (The Gathering).
- Meet with your Art Mentor (one will be assigned).
- Visit the Center for Academic Success (if you want some extra help).
- Talk with your mentor about the BA and BFA degree plans.

FIND YOUR PLACE

- Join the Art Student Union.
- Attend Art Infuse and Art Incend.
- Meet with art mentor.
- Explore what the University has to offer, Ingram Library, UREC etc.

BROADEN YOUR PERSPECTIVES

- Go to an Art Exhibition Reception.
- Attend a capstone exhibition.
- Attend the Faculty or Alumni Exhibition and Reception in the Fall.

CONNECT OFF-CAMPUS

- Visit the Carrollton Art Center, Southeastern Quilt & Textile Museum, or local gallery.
- Attend School of the Arts lectures and events; if you are not on the Newnan campus, be sure to visit the Vault Gallery.

TAKE CARE OF YOURSELF

- Focus on time management: make sure that in addition to doing well in all of your classes that you are making time for yourself throughout the week.
- Explore UWG's Wellness Hub.

PAVE YOUR PATH

- Investigate the concentrations offered in ART.
- Passionate about more than one subject? Consider a minor within CACSI.

TERM 1: FALL

- ART 3301** 3 CREDIT HOURS
Beginning Ceramics
- ART 3601** 3 CREDIT HOURS
Painting I: Watercolor
- F: ART 2201 OR 2202** 3 CREDIT HOURS
History of Western Art I or II
- ART 3011** 3 CREDIT HOURS
Art Education Foundations
- I2: INSTITUTIONAL OPTION** 2 CREDIT HOURS
- T1: SCIENCE + LAB** 4 CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (ART EDUCATION).
 - EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

- TIMELINE REQUIREMENT:**
- TAKE EDUCATOR ETHICS 360 (\$30 FEE); REQUIRED FOR ADMISSION TO TEACHER EDUCATION

TERM 2: SPRING

- ART 3012** 3 CREDIT HOURS
Processes and Materials for Art Education
- ART 3801** 3 CREDIT HOURS
Printmaking I: Survey
- ART 3901** 3 CREDIT HOURS
Introductory Sculpture
- F: ART 2201 OR 2202** 3 CREDIT HOURS
History of Western Art I or II
- P2: POLS 1101** 3 CREDIT HOURS
American Government
- I1: ART 2000** 3 CREDIT HOURS
(Recommended) Oral Communication and the Visual Arts

- MILESTONES:**
- STUDENTS SHOULD COMPLETE TEACHER EDUCATION ADMISSION.
 - EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

- TIMELINE REQUIREMENT:**
- COMPLETE THE TEACHER EDUCATION ADMISSIONS APPLICATION; REQUIRED FOR PROGRESSION. IF NOT COMPLETE, YOU WILL BE A YEAR BEHIND.

**18 FALL CREDIT HOURS + 18 SPRING CREDIT HOURS
= 36 CREDIT HOURS**

CRUSH YOUR COURSEWORK

- Continue taking University Core classes.
- Secondary Art Core.
- Choose your concentration.
- Mid-Program Review.
- Continue meeting with art mentor.
- Take ART 2000, ART 2201 and 2202.

FIND YOUR PLACE

- Volunteer to help out at Art Infuse and Art Incend.
- Continue meeting with art mentor.
- Attend visiting artist presentation.
- Enter work into The Eclectic.

BROADEN YOUR PERSPECTIVES

- Participate in Critique with a Visiting Artist.
- Attend a visiting artist lecture.
- Initiate an SRAP grant with art faculty.
- GPA 3.2 or above? Consider applying to the Honors Program.

CONNECT OFF-CAMPUS

- Seek out an Internship.
- Study Abroad.
- Visit Atlanta, see what it has to offer: The High Museum, MoCA GA, Atlanta Contemporary Arts Center, Binders, Sam Flax, etc.
- Participate in Art Takeover

TAKE CARE OF YOURSELF

- Utilize the free and confidential resources at the campus Counseling Center if needed.
- Take a group fitness class, explore the outdoors, or use the gym at University Recreation.

PAVE YOUR PATH

- Draft Artist Statement and think about Resume development (experience, skills, exhibitions).
- Submit work to the Juried Student Exhibition.
- Take part in the Art Atelier.
- Apply for a Student Assistant position.

TERM 1: FALL

ART 3701 OR 3700 **3** CREDIT HOURS
Introduction to Photography or Survey of Photography

EDUC 2120 **3** CREDIT HOURS
Exploring Sociocultural Perspectives on Diversity in Educational Contexts

ART 4010 **3** CREDIT HOURS
Instructional Planning and Pedagogy for Art

ART 4078 **0** CREDIT HOURS
Mid-Program Review

ART HISTORY ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

ART STUDIO ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

MILESTONES:
• COMPLETE MID PROGRAM REVIEW, BFA IN ART (ART EDUCATION).
• EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TIMELINE REQUIREMENT:
• TAKE ART 4010 (INSTRUCTIONAL PLANNING AND PEDAGOGY FOR ART)

TERM 2: SPRING

ART 4009 **3** CREDIT HOURS
Curriculum and Assessment for Art

ART 4998 **0** CREDIT HOURS
Senior Capstone Experience I

ART STUDIO ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

ART STUDIO ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

ART HISTORY ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

A: HUMANITIES **3** CREDIT HOURS

MILESTONES:
• EARN 16 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
• COMPLETE CAPSTONE I.

TIMELINE REQUIREMENT:
• TAKE ART 4009 (CURRICULUM AND ASSESSMENT FOR ART)

15 FALL CREDIT HOURS + 16 SPRING CREDIT HOURS = 31 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Continue taking University Core classes.
- Secondary Art Core.
- Choose your concentration.
- Mid-Program Review.
- Continue meeting with art mentor.
- Take ART 2000, ART 2201 and 2202.

FIND YOUR PLACE

- Volunteer to help out at Art Infuse and Art Incend.
- Continue meeting with art mentor.
- Attend visiting artist presentation.
- Enter work into The Eclectic.

BROADEN YOUR PERSPECTIVES

- Participate in Critique with a Visiting Artist.
- Attend a visiting artist lecture.
- Initiate an SRAP grant with art faculty.
- GPA 3.2 or above? Consider applying to the Honors Program.

CONNECT OFF-CAMPUS

- Seek out an Internship.
- Study Abroad.
- Visit Atlanta, see what it has to offer: The High Museum, MoCA GA, Atlanta Contemporary Arts Center, Binders, Sam Flax, etc.
- Participate in Art Takeover

TAKE CARE OF YOURSELF

- Utilize the free and confidential resources at the campus Counseling Center if needed.
- Take a group fitness class, explore the outdoors, or use the gym at University Recreation.

PAVE YOUR PATH

- Draft Artist Statement and think about Resume development (experience, skills, exhibitions).
- Submit work to the Juried Student Exhibition.
- Take part in the Art Atelier.
- Apply for a Student Assistant position.

TERM 1: FALL

ART 4999 **0** CREDIT HOURS
Senior Capstone Experience II

ART STUDIO ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

ART STUDIO ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

SPED 3715 **3** CREDIT HOURS
The Inclusive Classroom: Differentiating Instruction University

S2: SOCIAL SCIENCE **3** CREDIT HOURS

MILESTONES:
• COMPLETE CAPSTONE II.
• APPLY FOR GRADUATION.
• EARN 14 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TIMELINE REQUIREMENT:
• TAKE THE GACE CONTENT EXAM

TERM 2: SPRING

ART 4011 **3** CREDIT HOURS
Internship in Art Education

ART 4012 **3** CREDIT HOURS
Internship in Art Education

ART 4013 **3** CREDIT HOURS
Internship in Art Education

MILESTONES:
• COMPLETE INTERNSHIP IN ART EDUCATION.
• EARN 9 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
• COMPLETE 120 CREDIT HOURS (GRADUATE).

TIMELINE REQUIREMENT:
• TAKE ART 4011, 4012, 4013 (STUDENT TEACHING INTERNSHIP)

12 FALL CREDIT HOURS + 9 SPRING CREDIT HOURS = 21 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Finish University Core classes.
- Capstone 1 & 2.

FIND YOUR PLACE

- Visit the Office of Career and Graduate School Connections to help you determine next steps for your academic or professional goals.
- Present your art or art history research at Scholars' Day.
- Meet with your art mentor, talk about your post-graduation goals.
- Consider becoming a Peer Tutor.

BROADEN YOUR PERSPECTIVES

- Enter a national or regional juried exhibition.
- Travel to a professional Symposium/Conference. The Office of Undergraduate Research can help you find funding if needed.

CONNECT OFF-CAMPUS

- Go to a Conference or Symposium.
- Organize a gallery trip.
- Be part of a UWG volunteer program.

TAKE CARE OF YOURSELF

- Practice mindfulness and stress reduction techniques.
- Connect with like-minded peers on campus through the Center for Student Involvement and Inclusion.
- Plan to stay connected to UWG after you graduate. Visit the UWG Alumni Association.

PAVE YOUR PATH

- Prepare Resume/Portfolio.
- Apply for Jobs/Graduate School.
- Hold a leadership position (i.e. ASU President).
- Explore residency opportunities.

Art, B.A.

2026-2027 Undergraduate Delete Program Request

General Information

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

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

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

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

Desired Effective Semester - Please update*

Fall

Desired Effective Year - Please update*

2026

What would you like to do?*

- Deactivate Existing Program
 Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

*

School of Visual and Performing Arts

Is this a School of Nursing or School of

Yes

No

62 Is this a College of Education Program?*

Yes

No

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

Yes
 No

Program Information

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

Type of Program* Program
 Shared Core

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

DO NOT edit the imported information below.

Program Name* Art, B.A.

Program Type*

Degree Type*

Program Location*

Program Description* The BA in Studio Art degree serves students whose focus is on the liberal arts, and who desire a general education in the visual arts. The BA in Art History degree exposes students to the various cultures of the past and present and challenges students to relate themselves to a larger world. Art History students are required to write about art critically and to conduct research, and their initiation into the practice takes place in these courses.

Status* Active-Visible Inactive-Hidden

Prospective
Curriculum - Not
Applicable *

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

ART 1006 Design I (2D)

ART 1007 Drawing I

ART 1008 Drawing II

ART 1009 Design II (3D)

ART 2201 History of World Art I

ART 2202 History of World Art II

Foreign Language: 6 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

FREN 2001 Intermediate French I
[Right] (and)

FREN 2002 Intermediate French II
[After] (or)

GRMN 2001 Intermediate German I
[Right] (and)

GRMN 2002 Intermediate German II
FORL 2200 Survey of National Literatures
[After] (or)

FORL 2300 Topics in National Literatures

Art History Option

Major Courses for Art History Option: 15 Hours

ART 3210 Non-Western Art
[Right] (or)

ART 4211 Japanese Art
[Right] (or)

ART 4215 Art of the African Diaspora
[Before](and)

ART 3220 Art of the Ancient World
[Right] (or)

**ART 3230 Medieval Art of Christian Europe and
the Near East**
[After] (and)

ART 3240 Italian Renaissance or Baroque Art
[Right] (or)

ART 3250 18th or 19th Century Art
[Right] (or)

ART 3260 American Art
[Right] (or)

ART 3270 Pre-World War II Modernism
[Right] (or)

ART 3275 Art Since 1945
[Right] (or)

ART 4290 Modernist Criticism
[After] (and)

ART 3280 Museum Seminar

ART 4078 Mid-Program Review

ART 4298 Senior Capstone in Art History I

ART 4299 Senior Capstone in Art History II

Art History Electives: 12 Hours

3000 or Above

Studio Art Electives: 9-12 Hours

3000 or Above

9-12 credit hours based on requirement for Minor

Minor and Electives: 15-18 Hours

15-18 credit hours based on requirement for Minor, at least 9 hours, 3000 and above

Studio Option

Fine Arts Studio Core: 15 Hours

ART 3301 Beginning Ceramics
[After] (and)

ART 3601 Painting I: Watercolor
[After] (or)

ART 3602 Painting II
[After] (and)

ART 3801 Printmaking I: Survey
ART 3901 Introductory Sculpture
ART 4078 Mid-Program Review
ART 4998 Senior Capstone Experience I
ART 4999 Senior Capstone Experience II

Art History Electives: 6 Hours

3000 or Above

Studio Art Electives: 15-18 Hours

3000 or Above

15-18 credit hours based on requirement for Minor

Minor and Electives: 18 Hours

15-18 credit hour based on requirement for Minor

Total: 120 Hours

Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.

Justification and Assessment


Rationale* Due to USG and Academic Affair stipulations regarding program low productivity, the Bachelor of Arts in Art. (B.A.-Art) will need to be deactivated. A teach out plan has been attached.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.


REQUIRED ATTACHMENTS


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

1.) Teach Out Plan

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

Teach Out Plan* I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID 4927

Bachelor of Arts in Art. (B.A-Art) Degree Deactivation and Teach Out Plan

Due to USG and Academic Affair stipulations regarding program low productivity, the Bachelor of Arts in Art. (B.A.-Art) will need to be deactivated

The following steps outline the Art Program's deactivation and teach out plan for the BA-Art degree.

1. Art will submit a formal request to deactivate the B.A. in Art degree, which includes two areas of emphasis (Art History and Studio Art) through Curriculog.
2. Once the deactivation is approved, UWG will no longer admit students into the B.A. in Art degree program (on or before end of Spring 2026)
3. Art has been working with our Art Advisor and the Advising Center to identify our B.A.-Art students and to begin the transition (Move) for the appropriate B.A.-Art students into the B.F.A-Art (General Fine Arts concentration). Student who are close to graduating within the degree program were provided degree details options and graduation plans before the students elected to either stay in the B.A.-Art or move into the B.F.A.- Art (General Fine Arts concentration). Any last minute students who might mistakenly be added into the B.A.-Art degree will be moved into the B.F.A-Art degree starting Fall 2026.
4. Currently 7 students remain in the B.A.-Art degree program who have elected to stay within the degree ([Note: that only two of the seven have active status](#)). However, given the manner in which the B.A.-Art degree requirements are already embedded within the B.F.A.-ART degree offerings, we do not anticipate any [hurdles for the remaining students to graduate](#). If any were to arise, we will continue to work with the student and the Art Advisor within reason, making additional accommodations via petitions/waivers in order to facilitate the students' progression and graduation.
 - Fortunately, the deactivation should not impact any current students, as the B.A. in Art degree program and all of its course requirements and electives are already embedded within the B.F.A.-Art degree structure and offering. That is to say, there are no specialized resources, specific classes, degree requirements, spaces, funding, and/or faculty required of the B.A.-Art degree that are not already required of the B.F.A-Art degree program. Hence, all necessary courses required for a B.A.-Art student to graduate will continue to be offered and available through the B.F.A.-Art degree program offerings. Though graduation plans, Art and the Art Advisor currently anticipate the last active B.A.-Art student to graduate during Academic year 26-27. Wherein, following Spring 27 graduation, Art will schedule to submit the B.A.-Art Degree for termination through Curriculog start of Fall 2027.

- Meanwhile Art will continue to work with our Art Advisor and the remaining student to ensure that the students remain informed of the pending dates impacting their degree plans and that we assist them as needed in order to facilitate the students' have a fair path for progression and graduation.
6. Following deactivation, all incoming UWG students who desire to major in Art will be listed under the BFA-Art (General Fine Arts concentration). Student that desire to apply for other BFA-ART Concentrations, will continue to follow Art's long standing B.F.A. application process (typically submitted in their second year), in order to be accepted into each of the remaining B.F.A.-Art Concentrations.
 7. Fall 2027 Art plans to submit a degree termination request in Curriculog for the B.A.-Art degree program.

This should conclude the deactivation, teach out and termination plan for the BA-Art degree.

PHED - 3750 - Curriculum Design and Planning in Health and Physical Education

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Summer

Desired Effective Year*

2026

Routing Information

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

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

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

College - School/ Department*

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education 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* PHED

Course Number* 3750

Course Title* Curriculum Design and Planning in Health and Physical Education

Long Course Title

Course Type* Physical Education

Catalog Course Description* This course focuses on standards-based curriculum planning in K-12 health and physical education. Students analyze curriculum standards, design developmentally appropriate scope and sequence plans, apply backward design to unit and lesson development, and examine instructional models. Emphasis is placed on creating a comprehensive long-range plan that integrates standards, assessment, instructional strategies, and program goals using digital and traditional planning tools.

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 Teacher Education Admission TE

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* The department proposes removing PHED 3725 – Human Movement Studies from the undergraduate program map and replacing it with PHED 3750: Curriculum Design and Planning in Health and Physical Education.

PHED 3725 currently combines content from motor development and biomechanics. Upon review of the program sequence, the faculty determined that much of the course content is already addressed in other required coursework, including:

PHED 4603

Skills and Strategies sequence courses

Methods courses

Additional pedagogical coursework within the major

As a result, there is significant content overlap and redundancy within the program. Removing PHED 3725 strengthens curricular coherence, reduces duplication, and allows for more intentional scaffolding of movement science concepts across existing courses.

Rationale for Adding the New Curriculum Course

Currently, undergraduate students in the Physical Education program do not receive a dedicated introductory experience in curriculum development. While elements of planning and lesson design are addressed within methods courses, students lack a structured foundation in:

Curriculum theory and models

Standards alignment (e.g., SHAPE America and state standards)

Scope and sequence development

Vertical alignment and grade-span progression

Unit mapping and long-range planning

Curriculum evaluation and revision

The proposed curriculum course will fill this gap by providing foundational knowledge and applied practice in curriculum design. This addition strengthens candidates' readiness for clinical practice, enhances program alignment with professional standards, and supports continuous improvement expectations tied to accreditation and state certification requirements.

Distinction from Graduate-Level Curriculum Course

While the new undergraduate course shares a thematic connection to the graduate-level course, Curriculum Development in Health and Physical Education, it is substantially different in scope, depth, and rigor. The graduate course emphasizes advanced analysis, leadership, policy interpretation, and systemic curriculum reform. In contrast, the proposed undergraduate course will focus on foundational concepts and applied practice appropriate for initial teacher preparation.

Programmatic Impact

This revision improves program quality by:

Eliminating content redundancy

Addressing a curricular gap in undergraduate preparation

Strengthening alignment with professional standards

Strengthening alignment with professional standards


Enhancing teacher candidate readiness for curriculum implementation

Supporting program coherence and scaffolding

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

1. Analyze standards-based curriculum using planning tools to guide instructional decision-making in health and physical education.
2. Design scope and sequence for K12 health and physical education recognizing developmental appropriateness, vertical alignment, skill progression, and related concepts.
3. Apply principles of backward design to develop standards-based units and lessons.
4. Describe instructional models in health and physical education.
5. Develop a comprehensive long-range plan using digital and/or traditional planning tools that integrate standards, scope and sequence, instructional models, assessment strategies, and program goals.

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

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

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

PHED 3750 Curriculum Design and Planning in Health and Physical Education

- Fall 2026
- Section 1
- 3 Credits
- Dates TBA

Description

This course focuses on standards-based curriculum planning in K–12 health and physical education. Students analyze curriculum standards, design developmentally appropriate scope and sequence plans, apply backward design to unit and lesson development, and examine instructional models. Emphasis is placed on creating a comprehensive long-range plan that integrates standards, assessment, instructional strategies, and program goals using digital and traditional planning tools.

Requisites

Prerequisites: Teacher Education Admission TE

Corequisites:

Contact Information

TBA

Meeting Times

TBA

All F2F class sessions

Location TBA

Materials

All assigned readings for this class will be provided.

This course does not require a specific textbook. Students have access to additional learning materials in the Coliseum and at the UWG library. Students can also communicate with the instructor for additional resources available.

Outcomes

Students will:

1. Analyze standards-based curriculum using planning tools to guide instructional decision-making in health and physical education.
2. Design scope and sequence for K12 health and physical education recognizing developmental appropriateness, vertical alignment, skill progression, and related concepts.
3. Apply principles of backward design to develop standards-based units and lessons.
4. Describe instructional models in health and physical education.
5. Develop a comprehensive long-range plan using digital and/or traditional planning tools that integrate standards, scope and sequence, instructional models, assessment strategies, and program goals.

Evaluation

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%

Health and Physical Education majors must earn a grade of C or higher for successful completion of this course.

Criteria

Possible points: TBA

- Assignment 1: TBA
- Assignment 2: TBA
- Assignment 3: TBA
- Assignment 4: TBA
- Assignment 5: TBA

Breakdown

A = TBA points earned

B = TBA points earned

C = TBA points earned

D = TBA points earned

F = less than TBA points earned

Assignments

TBA

Schedule

PHED 3750 Fall 2026: Course Plan

Week	Date	Topic	Read	Do
1		Introduction		
2		Overview		
3		Physical Education Curriculum		
4		Curriculum Planning Tools		
5		Scope and Sequence		
6		Standards and backward design		
7		Health Education Curriculum		
8		Health Education Curriculum		
9		Physical Activity and Physical Fitness Curriculum		
10		Physical Activity and Physical Fitness Curriculum		
11		Physical Activity and Physical Fitness Curriculum		
12		Curriculum Models		
13		Curriculum Models		
14		Curriculum Models		
15		Digital Planning and Tools		
16		Final Exam / Project		

Course Policies and Resources

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Class Attendance:

Students are expected to attend all class sessions regularly.

For each absence without prior consent from the instructor, 5% of the overall course grade will be deducted from your grade.

Tardiness and Early Departure:

Students are expected to arrive on time for each meeting and actively participate in the entire class session. One tardy to class or leaving early without prior consent will result in a 2.5% grade deduction. Each additional tardy will incur an additional 2.5% reduction. If a student is more than 15 minutes late or leaves class before the class dismisses without prior consent, the student will be counted as absent. Students who miss a quiz as a result of being late to class or missing class without prior consent will not be able to make up the quiz.

Attendance and participation is an expectation. Students will not earn points for attending class. For any absence or tardy, students must communicate with the instructor at least 15 minutes prior to class (preferably at least 24 hours prior to class). The instructor can approve (excuse) or not approve (not excuse) of the absence or tardy based on individual, specific situations.

No Late Work without the approved prior consent of the instructor.

No Extra Credit.

Participation and contribution to the learning environment is an expectation. This is a highly interactive class and it is face-to-face each day (unless specific instructions inform students otherwise). Students will work independently and in groups throughout the semester.

Professional dispositions are a hallmark of this class in the Health and Physical Education program. Students must adhere to the standards expected of future professionals in the

program. Inappropriate dispositions that cannot be managed in the course will be addressed by the program faculty according to the Health and Physical Education program handbook.

Generative Artificial Intelligence Course Policy

2. Generative Artificial Intelligence (Gen AI) *is permitted in specific coursework.*

In this course, Gen AI tools are permitted only when seeking references and research supporting your independently developed statements and conclusions.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT](#)
- [MLA Style Center on citing Generative AI](#)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook](#))

College/School Policies

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

Institutional Policies

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](#).

Academic Support

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

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a

student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services](#).

Online Course Content

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

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

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

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\)](#) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

UWG Email Policy

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

Credit Hour Policy

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

Confidential Resources

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 Student Advocates in [Health Services](#). To report a concern, please go to [UWGcares](#).

[Online counseling](#) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds](#) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

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.

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity](#).

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site](#).

Additional Items

SPMG - 4001 - Digital Broadcast

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 4001

Course Title* Digital Broadcast

Long Course Title NA

Course Type*

Catalog Course Description* This in-depth course teaches students all nuances that go into digital broadcasts. Students will get to shadow and participate in behind-the-scenes operator roles, which include producer, director, technical director, replay, audio, camera, graphics, and statistics. Students will also learn to build and operate professional industry gear such as controlled production cameras, TriCaster video switcher, 3-play replay system, AJT graphics, and Allen and Heath digital audio boards.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent NA

Prerequisites

Corequisites NA

Cross-listing NA

Restrictions Admission to SPMG required 2.00

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

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

- Identify and operate professional digital broadcast equipment.
- Differentiate digital broadcast from linear broadcast.
- Develop digital broadcasting techniques.
- Edit live digital broadcast packages.
- Research the impact and role of various perspectives/voices in the sports broadcast industry.

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* 60

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


If yes, what will the fee be?* 30

Fee Justification Supplemental course materials such as controlled production cameras, a Tricaster video switcher, 3-Play replay system, AJT graphics, and Allen & Heath digital audio boards will be used in this class. These tools are essential to achieving the course objectives.

As a direct benefit of the course fee, students will receive a digital portfolio showcasing their work. The fee is set at a rate equivalent to or lower than what students would pay if they were to purchase these materials independently at market price. Because this course relies on specialized equipment, ongoing purchase and maintenance are necessary to ensure students have access to industry-standard tools.

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.



Digital Broadcast

SPMG-4001

Fall 2026 Section 1 3 Credits 08/13/2026 to 12/12/2026 Modified

Description

This in-depth course teaches students all the nuances that go into digital broadcasts. Students will get to shadow and participate in behind-the-scenes operator roles, which include producer, director, technical director, replay, audio, camera, graphics, and statistics. Students will also learn to build and operate professional industry gear such as controlled production cameras, TriCaster video switcher, 3-play replay system, AJT graphics, and Allen and Heath digital audio boards.

Requisites

Prerequisites:

Admission to SPMG required 2.00

Corequisites:

Contact Information

Meeting Times

Hybrid Course - Technology is used to deliver 50 percent or less of class sessions. Please refer to the schedule on CourseDen for specific information and dates.

STUDENTS WILL BE REQUIRED TO ATTEND ATHLETIC EVENTS

Materials

-

Outcomes

- Identify and operate professional digital broadcast equipment.
- Differentiate digital broadcast from linear broadcast.
- Develop digital broadcasting techniques.
- Edit live digital broadcast packages.
- Research the impact and role of various perspectives/voices in the sports broadcast industry.

Evaluation

Assignments

Schedule

Generative Artificial Intelligence Course Policy

College/School Policies

College of Education Vision

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Institutional Policies

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Academic Support

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University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

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Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#).

(<https://www.westga.edu/studentservices/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#) (<https://www.westga.edu/student-services/health/>). To report a concern anonymously, please go to [UWGcares](#) (<https://www.westga.edu/uwgcares/>).

[Online counseling](#) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Additional Items

SPMG - 4011 - Mega-Event Management in Sport

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Summer

Desired Effective Year*

2026

Routing Information

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College - School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 4011

Course Title* Mega-Event Management in Sport

Long Course Title NA

Course Type*

Catalog Course Description* This course is designed to develop students' understanding and competencies necessary for the planning, organization, and execution of mega-events in sport. Topics include: bidding and host city selection, stakeholder and community engagement, large-scale event logistics and operations, sponsorship and commercial rights, media and broadcast considerations, volunteer and workforce management, security and crisis response planning, sustainability and legacy planning, transportation and accommodation strategies, and post-event evaluation and impact assessment. There is a mandatory experiential learning component built into this course where students will travel off-site to gain hands-on experience at a large sporting event.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Facility and Event Management, which is an area of the sports industry.

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

1. Examine, compare, and contrast the critical elements, organizational structures, and operational components associated with various mega-events in sport.
2. Integrate and implement sport management theories through experiential learning opportunities and hands-on projects connected to the course.
3. Assess and interpret the logistical planning processes and economic impacts of mega-events to determine their effectiveness and sustainability.

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* 60

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Mega-Event Management in Sport

SPMG-4011

Spring 202X Section 01 3 Credits 03/07/202X to 05/13/202X Modified 03/25/202X

Description

This course is designed to develop students' understanding and competencies necessary for the planning, organization, and execution of mega-events in sport. Topics include: bidding and host city selection, stakeholder and community engagement, large-scale event logistics and operations, sponsorship and commercial rights, media and broadcast considerations, volunteer and workforce management, security and crisis response planning, sustainability and legacy planning, transportation and accommodation strategies, and post-event evaluation and impact assessment. There is a mandatory experiential learning component built into this course where students will travel off-site to gain hands-on experience at a large sporting event.

Requisites

Prerequisites:

Corequisites:

Contact Information

Professor:

Email:

Office:

Phone:

Meeting Times

Materials

No required text. Reading material will be posted in CourseDen.

Outcomes

Upon the completion of this course, the student will be able to:

1. Examine, compare, and contrast the critical elements, organizational structures, and operational components associated with various mega-events in sport.
2. Integrate and implement sport management theories through experiential learning opportunities and hands-on projects connected to the course.
3. Assess and interpret the logistical planning processes and economic impacts of mega-events to determine their effectiveness and sustainability.

Evaluation

Criteria Breakdown

Assignments

Schedule

Course Policies and Resources

Generative Artificial Intelligence Course Policy

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code

College/School Policies

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Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

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

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

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

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

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All

accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_ts_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_ts_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

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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

creditbearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/studentservices/counseling/).

[\(https://www.westga.edu/studentservices/counseling/\)](https://www.westga.edu/studentservices/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](https://www.westga.edu/student-services/health/) [\(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares](https://www.westga.edu/uwgcares/) [\(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) [\(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

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Additional Items

SPMG - 4002 - Creative Content for Sport

2026-2027 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2026

Routing Information

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

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

College - School/ Department*

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

SPMG

Course Number* 4002

Course Title* Creative Content for Sport

Long Course Title NA

Course Type*

Sport Management

Catalog Course Description* This in-depth course teaches the basics of image/video capture and editing for sports. Students will capture images/video in real time and complete the project in post-production utilizing editing software. Projects will include photography, highlight videos, interview packages, and graphic design. Final content can potentially be displayed on a large LED display, social media, and live broadcasts.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions Admission to SPMG required 2.00

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

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

- Identify and operate professional production equipment.
- Hone creative storytelling and photo/video editing skills, using sources and data to support the information presented.
- Develop techniques for various roles within creative sports production.
- Shoot and edit feature packages.
- Analyze issues and trends, including the photo/video impact and the role of various perspectives and voices in the creative content industry.

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* 60

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

If yes, what will the fee be?* 30

Fee Justification Supplemental course tools essential to achieving the course objectives will be used in this class.
As a direct benefit of the course fee, students will receive a digital portfolio showcasing their work. The fee is set at a rate equivalent to or lower than what students would pay if they were to purchase these materials independently at market price. Because this course relies on specialized equipment, ongoing purchase and maintenance are necessary to ensure students have access to industry-standard tools.

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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.



Creative Content for Sports

SPMG-4002

Fall 202X Section 1 3 Credits 08/13/202X to 12/12/202X Modified

Description

This in-depth course teaches the basics of image/video capture and editing for sports. Students will capture images/video in real time and complete the project in post-production utilizing editing software. Projects will include photography, highlight videos, interview packages, and graphic design. Final content can potentially be displayed on large LED display, social media, and live broadcasts.

Requisites

Prerequisites:

Admission to SPMG required 2.00

Corequisites:

Contact Information

Meeting Times

Hybrid Course - Technology is used to deliver 50 percent or less of class sessions. Please refer to the schedule on CourseDen for specific information and dates.

STUDENTS WILL BE REQUIRED TO ATTEND ATHLETIC EVENTS

Materials

-

Outcomes

- Identify and operate professional production equipment.
- Hone creative storytelling and photo/video editing skills, using sources and data to support the information presented.
- Develop techniques for various roles within creative sports production.
- Shoot and edit feature packages.
- Analyze issues and trends, including the photo/video impact and the role of various perspectives and voices, in the creative content industry.

Evaluation

Assignments

Schedule

Generative Artificial Intelligence Course Policy

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UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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Additional Items

Mass Communications, B.S.

2026-2027 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2026

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School/ Department*

School of Communication, Film and Media

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

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

Yes
 No

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

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program
 Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Mass Communications, B.S.

Program ID - DO NOT EDIT* 5064

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* Through sequenced study in Audio Production & Studio Recording, Digital Media & Entertainment, Film & Video Production, Journalism, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - bluestone Public Relations Firm, SCFM Productions, The West Georgian, WOLF Radio, and WUTV. Located approximately 45 miles west of Atlanta, the School also gives students the opportunity to regularly network and intern with communication, film, and media professionals in a top-10 media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Audio Production & Studio Recording engages students in courses that build knowledge and skills in audio and studio recording. Students learn the art and science of recording, editing, mixing, mastering, and delivering professional audio content across broadcast, streaming, podcasting, film, digital media, gaming, and branded communication. Students gain hands-on experience throughout the curriculum, while also having the option of developing skills in student-operated media/experiential learning labs, such as WOLF Radio and WUTV.

Digital Media & Entertainment engages students in courses that build knowledge and skills in traditional and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms in areas such as audio production, broadcasting, esports, live-streaming, music recording, podcasting, radio, social media, television, video, and other forms of digital entertainment and information. Students gain hands-on experience in classes throughout the curriculum, while also having the option of developing skills in student-operated media/experiential learning labs, such as WOLF Radio and WUTV.

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets, e.g., competitions, film festivals, online platforms, screenings, social media, etc. Students also have the option of developing skills in student-operated media/experiential learning labs, such as SCFM Productions, WOLF Radio, and WUTV.

Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with The West Georgian, WOLF Radio, and WUTV.

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through bluestone Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

Additionally, outstanding students pursuing this degree may apply to the Accelerated Bachelor's to Master's Degree Program, which offers the opportunity to simultaneously satisfy partial degree requirements¹¹⁸ for a bachelor's and a master's degree in an accelerated program of study. Up to two courses taken as an undergraduate can be applied toward the

program of study. Up to two courses taken as an undergraduate can be applied toward the Master's degree in Digital and Social Media Communication.

Upon completion of the B.S. in Mass Communications with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Digital and Social Media Communication, and the courses taken as an undergraduate will be applied toward the graduate degree.

Below are the graduate courses for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students on this pathway may receive credit for up to two such courses for a B.S. in Mass Communications.

COMM 6654 - Digital and Social Media Communication Law can replace COMM 4454 - Media Law

COMM 6684 - Research Methods in Digital and Social Media Communication can replace COMM 4484 - Mass Communications Research Methods

COMM 6600 - Digital and Social Media Communication Theories can replace COMM 4600 - Communication Theory

Learning Outcomes

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

Status* Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

COMM 1154 Introduction to Mass
Communications

COMM 1110 Public Speaking

COMM 1121 Experiential Learning Lab

COMM 2254 Media Ethics

[After] Foreign Language - 1000 or 2000 level - 6
Hours

Courses Specific for the Major: 42-45 Hours

Required Courses: 24-27 Hours

Audio Production & Studio Recording Concentration

COMM 3302 Writing Across Media

COMM 3350 Digital Media Industries

COMM 3351 Radio & Audio Production

COMM 3500 Digital Broadcasting & Streaming

COMM 3501 Fundamentals of Studio Recording

COMM 4501 Advanced Studio Recording

COMM 4454 Media Law

[After] (or)

**COMM 6654 Digital and Social Media
Communication Law 3 Credit Hours**
**COMM 4484 Mass Communications Research
Methods**
[After] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication 3 Credit Hours**

One (1) of the following

COMM 4421R Practicum - WOLF Radio
COMM 4405 Sound Design
COMM 4486 Internship

Journalism Concentration

COMM 3301 Fundamentals of Newswriting
[Before](and)

**COMM 3303 AI-Powered Multimedia & Visual
Design**
[Right] (or)

COMM 4403 Photojournalism
[After] (and)

**COMM 3352 Fundamentals of Television
Production**
[Before](and)

COMM 3302 Writing Across Media
[Right] (or)

COMM 4402 Feature Writing
[After] (and)

COMM 4421N Practicum-The West Georgian
[Right] (or)

COMM 4421T Practicum - WUTV
[After] (and)

**COMM 4450 Advanced Media Writing and
Reporting**
COMM 4454 Media Law
[After] (or)

**COMM 6654 Digital and Social Media
Communication Law 3 Credit Hours**

**COMM 4484 Mass Communications Research
Methods**

[After] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication 3 Credit Hours**

Digital Media & Entertainment Concentration

COMM 3301 Fundamentals of Newswriting

[Right] (or)

COMM 3302 Writing Across Media

[After] (or)

**COMM 3305 Short-Form Screenwriting &
Analysis**

[After] (and)

COMM 3350 Digital Media Industries

[Before](and)

COMM 3351 Radio & Audio Production

[Right] (or)

**COMM 3352 Fundamentals of Television
Production**

[After] (and)

**COMM 3354 Foundations of Digital & Social
Media**

[After] (and)

**COMM 3355 Digital Media Programming,
Management & Measurement**

[Before](and)

COMM 4421R Practicum - WOLF Radio

[Right] (or)

COMM 4421T Practicum - WUTV

[After] (and)

COMM 4456 Digital Content Creation

[Right] (and)

COMM 4454 Media Law

[After] (or)

**COMM 6654 Digital and Social Media
Communication Law 3 Credit Hours**

**COMM 4484 Mass Communications Research
Methods**

[After] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication 3 Credit Hours**

One (1) of the following:

COMM 3356 Film and Culture

COMM 3357 Diversity and Mass Media

**COMM 4455 Contemporary Issues in Mass
Communications**

Film & Video Production Concentration

COMM 2256 Film Form and Aesthetics

**COMM 3305 Short-Form Screenwriting &
Analysis**

**COMM 3353 Fundamentals of Film & Video
Production**

COMM 3356 Film and Culture

COMM 4452 Advanced Film & Video Production

[After] (and)

COMM 4454 Media Law

[After] (or)

**COMM 6654 Digital and Social Media
Communication Law**

**COMM 4484 Mass Communications Research
Methods**

[After] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication**

Two (2) of the following:

**COMM 4305 Intermediate Short-Form
Screenwriting**

COMM 4405 Sound Design

COMM 4406 Cinematography

COMM 4407 Film & Video Editing

COMM 4408 Producing for Film & Video

**COMM 4409 Directing for Film & Video
Production**

COMM 4425 Documentary Production Practices

COMM 4426 Fiction Film Production

Public Relations Concentration

COMM 3302 Writing Across Media

COMM 3313 Public Relations Principles

COMM 4413 Public Relations Cases

COMM 4414 Public Relations Management

COMM 4444 Public Relations Campaigns

COMM 4451 Public Relations Writing

COMM 4454 Media Law

[After] (or)

**COMM 6654 Digital and Social Media
Communication Law 3 Credit Hours**

**COMM 4484 Mass Communications Research
Methods**

[After] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication 3 Credit Hours**

One (1) of the following

**COMM 4421P Practicum: Bluestone Public
Relations Firm**

COMM 4486 Internship

Comm Electives: 12 Hours

**Mass Communications majors must take at least 12 hours COMM 3000-4000 level
courses.**

The remaining 3-6 credit hours (depending on the minor) can be from any discipline, at any level of learning, including COMM 1000-4000.

Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

Complete a combined total of 18 credit hours if minor = 18 credit hours

Complete a combined total of 21 credit hours if minor = 15 credit hours

Students pursuing the Accelerated Bachelor's to Master's Pathway may begin earning credit toward an M.S. in Digital and Social Media Communication while completing their B.S. in Mass Communications by counting up to 6 hours for both degrees.

Two of these options are required classes, with a third possible substitution being COMM 6600 - Digital and Social Media Communication Theories, which can replace COMM 4600 - Communication Theory as a major elective.

Additional Electives: 3-6 Hours

Up to 6 credit hours of the remaining electives may be from any discipline, at any level of learning, including COMM 1000-4000.

Minor or GFA Certification: 15-18 Hours

GFA Certification requires 18 hours

Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254.

Must complete a major declaration form.

A maximum of 6 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.

A maximum of 6 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA Certification.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculumlog@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 Curriculumlog 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* (1) RATIONALE for Audio Production & Studio Recording Concentration (rationales for changes in FVP Concentration and change in Field of Study re: COMM 1121 are presented below):

The School of Communication, Film, & Media proposes a new Audio Production & Studio Recording concentration within the existing B.S. in Mass Communications, effective Fall 2026. The concentration requires 27 credit hours within the current major and does not increase total degree hours. It responds to strong student interest and to growing industry demand for graduates skilled in recording, editing, mixing, mastering, and delivering professional audio content across broadcast, streaming, podcasting, film, digital media, gaming, and branded communication.

Audio has become a foundational component of contemporary storytelling, and employers increasingly expect proficiency with Digital Audio Workstations (DAWs), studio workflows, and collaborative production practices. The concentration aligns with SCFM's mission to provide experiential, production-centered learning and supports UWG's strategic priorities for high-impact practices, workforce preparation, and community engagement. It also connects directly to Georgia's CTAE Arts, Audio-Video Technology & Communications pathway by offering a university-level continuation for students who enter with foundational audio production skills.

The program introduces a previously taught special topics course—COMM 3500: Digital Broadcasting & Streaming—along with two new studio recording courses: COMM 3501: Fundamentals of Studio Recording and COMM 4501: Advanced Studio Recording. Specifically, the studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

The concentration is resource-responsible, utilizing existing SCFM studios, software (Pro Tools, Adobe Audition, Logic Pro), and current faculty expertise. No new full-time faculty lines are required at this time, but as the program grows, an additional faculty member with expertise in studio recording will be proposed. Near-term costs will focus on software management and minor equipment upgrades, while long-term enhancements, such as developing a dedicated recording studio, can be scaled through grants, donor support, and project-based revenue. Benefits include stronger student portfolios, increased internship and job readiness, and expanded cross-course collaboration. The initiative also enhances UWG's competitive position relative to regional programs at institutions such as GSU and MTSU by providing a media-integrated audio curriculum with earlier hands-on access and lower cost barriers.

Implementation will begin in Fall 2026 with existing courses followed by adding COMM 3500 and COMM 3501 in Spring 2027, and adding COMM 4501 in Fall 2027. Assessment measures will include portfolio artifacts, technical skill evaluations, professionalism indicators, and external feedback to support continuous improvement.:

(2) RATIONALE for changes to FVP Concentration

COMM 4425 and COMM 4426 are being removed from the list of advanced course options. The only remaining advanced-level course, COMM 4452, will now be required for all students in their final semester.

The structure and learning outcomes of 4425 and 4426 have not changed, but the barrier to entry for them has, so students can now complete these classes at the intermediate level to better prepare them for the Advanced class (COMM 4452). COMM 4425 is a regular offering, but we have learned that it is better suited as a preparatory class for a capstone experience and not a substitution. COMM 4426 has been shelved for several years due to similar concerns, and along with the capacity to run it as intended, we have found a more effective place for it within our curriculum.

We are also adding COMM 4305 - Intermediate Short-Form Screenwriting to our FVP

Concentration as an intermediate-level course. This course was approved in Spring 2025 but has not yet been added to the FVP Concentration as originally intended.

(3) RATIONALE for change to Field of Study regarding COMM 1121: Experiential Learning Lab

The faculty of the B.S. in Mass Communications program has developed COMM 1121 – Experiential Learning Lab to provide early and intentional engagement with the professional practices central to the School of Communication, Film, and Media (SCFM). This course is designed to introduce students, from the outset of their academic program, to the School's diverse experiential learning environments. Students may enroll in COMM 1121 multiple times to accumulate the required three credit hours through one- or two-credit experiential modules. These modules include participation in the bluestone Public Relations Firm, Debate, the Digital Journalism Innovation Lab (including The West Georgian and WUTV), Film and Video Production activities (e.g., film races, equipment management), WOLF Radio, and WOLF Sports Network. Collectively, these experiences allow students to explore a range of professional pathways while developing foundational competencies in communication, media production, and collaborative practice.

This course aligns directly with the University of West Georgia's Quality Enhancement Plan (QEP), Career Readiness through Experiential Learning, by embedding structured, career-focused learning opportunities early in the curriculum. SCFM offers a broad array of courses that include high-impact practices and work-based learning experiences, positioning the School to advance the QEP's objectives in measurable and meaningful ways. Through COMM 1121, students are introduced to professional environments at the beginning of their academic careers, enabling them to integrate career preparation deliberately into their long-term educational trajectories.

Moreover, early engagement in experiential learning is strongly correlated with increased student retention and persistence. COMM 1121 facilitates the development of academic and social belonging by encouraging students to interact with peers who share similar interests, collaborate in applied settings, and begin cultivating a professional identity. As SCFM promotes the message "Your Career Starts Here," the inclusion of COMM 1121 as a required course within the Field of Study provides students with an intentional, structured introduction to career development in their discipline. Finally, while COMM 1121 strengthens the program's career-preparation framework, students maintain access to humanities and social sciences coursework through guided electives and selected minors, ensuring a balanced and well-rounded academic experience.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

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


None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

INSTRUCTIONS 1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.) 2. Insert your specific Degree Program (Ex: BA English, ...) 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	DEPARTMENT:	PROGRAM:	COURSES	PL-SLO 1 Freedom of Speech & Press	PL-SLO 2 History	PL-SLO 3 Diversity & Cultural Proficiency	PL-SLO 4 Present images and information	PL-SLO 5 Write Effectively	PL-SLO 6 Ethics	PL-SLO 7 Research & Critical Thinking	PL-SLO 8 Apply Numbers & Statistics	PL-SLO 9 Self-Evaluate	PL-SLO 10 Apply Technology	
		Mass Communications	BS Mass Communications											
			1 COMM 1154	A (I)	A (I)	A (I)								
			2 COMM 2254	A (I)		A (I)								
			3 COMM 2256		A (I)									
			4 COMM 3301					A (R)						
			5 COMM 3302				A (I)						A (R)	
			6 COMM 3305					A (I)						
			7 COMM 3350				A (I)	A (I)		A (I)				
			8 COMM 3351				A (I)						A (I)	
			9 COMM 3352				A (I)						A (I)	
			10 COMM 3353				A (I)					A (I)	A (I)	
			11 COMM 3355					A (R)		A (R)				
			12 COMM 3356			A (R)								
			13 COMM 3357			A (R)								
			COMM 3500				(I)	(I)	(I)		(I)	(I)	(I)	
			COMM 3501				(I)						(I)	
			COMM 4305				(R)	(R)						
			14 COMM 4406									A (R)		
			15 COMM 4421N										A (M)	
			16 COMM 4421P			A (M)						A (M)		
			17 COMM 4421R				A (M)						A (M)	
			18 COMM 4421T				A (M)						A (M)	
			19 COMM 4444				A (M)					A (M)	A (M)	
			20 COMM 4450				A (M)					A (M)		
			21 COMM 4451				A (M)	A (M)						
			22 COMM 4452				A (M)					A (M)	A (M)	
			23 COMM 4454	A (M)					A (M)					
			24 COMM 4484							A (R)	A (R)			
			COMM 4501				(M)						(M)	



SCHOOL OF COMMUNICATION, FILM, AND MEDIA

Program Map Bachelor of Science in Mass Communications Audio Production & Studio Recording

FALL 1	CREDITS	AREA
ENGL 1101	3	C1
HIST 1111 or 1112	3	S1
XIDS 2002	2	I2
COMM 1121	1-2	FOS
Science + Lab	4	T1
SEMESTER TOTAL	13-14	
Milestone:		
<ul style="list-style-type: none"> Complete ENGL 1101 – English Composition I; Required to earn C or higher. 		

Spring 1	CREDITS	AREA
ENGL 1102	3	C2
MATH 1001/1111/1401	3	M
COMM 1110	3	FOS
COMM 1121	1-2	FOS
HIST 2111 or 2112	3	P1
Non-Lab Science	3	T2
SEMESTER TOTAL	16-17	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102 – English Composition II; Required to earn C or higher. Complete COMM 1110 – Public Speaking; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. Complete 3 hours of COMM 1121 by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
COMM 1154	3	FOS
Foreign Language 1000-2000	3	FOS
Humanities	3	A1
Oral Communication – any options except COMM 1110	3	I1
STEM Course	3	T3
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	P2
Foreign Language 1000-2000	3	FOS
COMM 2254	3	FOS
Social Sciences	3	S2
Humanities	3	A2
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254 – Media Ethics; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

FALL 3	CREDITS
COMM 3350	3
COMM 3351	3
Electives: *Must select COMM 3000-4000 level courses <u>OR</u> courses from approved list.	6
COMM 3302	3
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete COMM 3350 – Digital Media Industries. • Complete COMM 3351 – Radio & Audio Production. • Complete COMM 3302 – Writing Across Media. 	

SPRING 3	CREDITS
COMM 3500	3
COMM 3501	3
Elective Course(s): *Must select COMM 3000-4000 level course <u>OR</u> course from approved list.	6
Minor Course	3
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete COMM 3500 – Digital Broadcasting & Streaming • Complete COMM 3501 – Fundamentals of Studio Recording • Complete 90 credit hours by end of term, including credit hours earned previous terms. 	

FALL 4	CREDITS
COMM 4484	3
COMM 4501	3
Electives: *Must select COMM 3000-4000 level courses <u>OR</u> courses from approved list.	3
Minor Course	6
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete COMM 4484 - Mass Communications Research Methods. • Complete COMM 4501 Adv. Studio Recording. 	

SPRING 4	CREDITS
COMM 4454	3
COMM 4405, 4421R, or 4486	3
Elective Course(s) *Must select COMM 3000-4000 level course(s) <u>OR</u> course(s) from approved list; Complete 0 credit hours <u>if</u> minor requires 15 credit hours; complete 3 credit hours <u>if</u> minor requires 18 credit hours.	0-3
Minor Courses: <ul style="list-style-type: none"> • Complete 6 credit hours <u>if</u> minor requires 15 credit hours. • Complete 9 credit hours <u>if</u> minor requires 18 credit hours. 	6-9
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete COMM 4454 – Media Law • Complete COMM 4405 - Sound Design, COMM 4421R - Practicum: WOLF Radio, <u>OR</u> COMM 4486 - Internship. • Complete 120 credit hours by end of term, including credit hours earned previous terms. 	

* Mass Communications majors must take at least 12 hours COMM 3000-4000 level courses. The remaining 6-9 credit hours (depending on the minor) can be from any discipline, at any level of learning, including COMM 1000-4000. Additionally, students may take up to 6 hours of internship (COMM 4486) for credit in their degree program, and students may take up to 6 credit hours of 3000-4000 level practica courses in their degree program. However, students may not exceed a total of 9 credit hours of internship and practica combined.

COMM - 3500 - Digital Broadcasting & Streaming

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 3500

Course Title* Digital Broadcasting & Streaming

Long Course Title

Course Type*

Catalog Course Description* This course provides an introduction to the tools, techniques, and creative practices of digital broadcasting and live streaming. Students develop skills in technical setup, branding, content creation, analytics, and ethical decision-making while producing live and recorded digital media. Emphasis is placed on hands-on production, audience engagement, and professional competencies relevant to streaming, digital media, and emerging broadcast platforms.

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 [Curriculum Terminology/Icon Guide](#).

Prerequisites COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment


Rationale* Audio has become a foundational component of contemporary storytelling, and employers increasingly expect proficiency with Digital Audio Workstations (DAWs), studio workflows, and collaborative production practices. This required course will be a critical pillar for our new Audio Production & Studio Recording concentration. This course was previously taught in Spring 2025 as COMM 4485: Special Topics.

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

Students completing this course will:

1. Understand the technical tools for digital broadcasts and live-streaming.
2. Apply ethical principles in creating inclusive and responsible media.
3. Develop effective branding and communication strategies for digital platforms.
4. Critically analyze audience data to refine content strategies.
5. Write, script, and present content creatively and professionally.
6. Evaluate and improve their own work and that of peers.

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.



Dig. Broadcasting & Streaming

COMM-3500

Spring 2027 Section 01 3 Credits 01/11/2027 to 05/13/2027 Modified 02/26/2026

Description

Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Requisites Prerequisites:

Corequisites:

Contact Information

Professor: Michael Tucker

- Email: Mttucker@westga.edu
- Office: Miller 2219
- Phone: 678-839-6635

Office Hours:

Please use my Bookings link to schedule any meetings. In-person or virtual meetings are both fine.

[Book time with Michael Tucker: COMM 4485 Meeting](#)

Meeting Times

Lecture

Wednesday, 5:30 PM to 8:00 PM, Miller 2201A

Materials

There is no assigned materials for this course, though internet will be required to complete assignments.

Outcomes

Students completing this course will:

1. Understand the technical tools for digital broadcasts and live-streaming.
2. Apply ethical principles in creating inclusive and responsible media.
3. Develop effective branding and communication strategies for digital platforms.
4. Critically analyze audience data to refine content strategies.
5. Write, script, and present content creatively and professionally.
6. Evaluate and improve their own work and that of peers.

These outcomes prepare students for roles in social media management, digital marketing, live broadcasting, and content creation.

Evaluation

Criteria

Type	Weight	Topic	Notes
Weekly Lives	100pts		
Create A Brand	100pts		
Create Streaming Profile	100pts		
Repurpose Content	100pts		
Analytics Report	100pts		
Ethics Discussion	100pts		
Legal Issues Paper	100pts		

Tricaster Hands-on	100pts		
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Breakdown

Grade	Range	Notes
A	720-800	
B	640-719	
Grade	Range	Notes
C	560-639	
D	480-559	
F	0-479	

? Assignments

- Weekly Lives
- Create a Brand
- Create a Streaming Profile
- Repurpose Content
- Analytics Report
- Ethics Discussion
- Legal Issues Paper
- Tricaster Hands-On
- Final Project

? Schedule

When	Topic	Notes

Week 1 - J	Intro and Branding	Create a Personal Brand
Week 2 - Jan 22	Branding	Build streaming profile
Week 3 - J	Equipment and Technical Setup	Create a Personal Brand Due Tuesday Jan 28 at 11:59pm
Week 4 - Feb 5	Equipment and Technical Setup	Build streaming profile due Tuesday Feb 4 at 11:59pm
Week 5 - F	Content Creation Best Practices	Repurpose Livestream into Short-form video

When	Topic	Notes
Week 6 - Feb 19	Content Creation Best Practices	
Week 7 - Feb 26	Analytics and Audience Engagement	Repurpose Livestream into Short-form video due Tuesday Feb 25 at 11:59pm
Week 8 - Mar 5	MEDIA DAY	NO CLASS Analytics Report
Week 9 - Mar 12	Analytics and Audience Engagement	
Week 10 - Mar 19	SPRING BREAK	NO CLASS

Week 11 - March 26	Ethics and Legal Issues	- Analytics Report Due SATURDAY Mar 25 at 11:59pm Ethics Discussion (500 Words) Legal Research Paper
Week 12 - April 2	Ethics and Legal Issues	Ethics Discussion (500 Words) Due April 1 by 11:59pm
Week 13 - Apr 9	Editing and Production	Legal Research Paper (2-pages) Due Tuesday April 8 at 11:59pm
Week 14 - Apr 16	Monetization Strategies	
Week 15 - Apr 23	Live Production	
Week 16 - Apr 30	Live Production	Tour WUTV and UWG Esports Spaces
When	Topic	Notes
Week 17 - May 7	Finals Week	NO CLASS Weekly Lives Due Tuesday May 6 at 11:59pm

Course Policies and Resources

Late Policy

Assignments may be submitted late. I believe that the practice of these assignments is the most important part. However, late assignments will receive a 10-pt reduction each week after the due date.

Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in all coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt) [MLA](https://style.mla.org/citing-generative-ai/)
- [Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/) and per
- faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=18&pooid=3421\)](https://catalog.westga.edu/preview_program.php?catoid=18&pooid=3421) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

Professional Values & Competencies

1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication
4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information
8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

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

Institutional Policies

Academic Support

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

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

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so

much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

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

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of creditbearing activity, including but

not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). (<https://www.westga.edu/student-services/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern anonymously, please go to [UWGcares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Additional Items

COMM - 3501 - Fundamentals of Studio Recording

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 3501

Course Title* Fundamentals of Studio Recording

Long Course Title

Course Type*

Catalog Course Description* An introductory, hands-on course providing an overview of contemporary studio recording practices. Students explore recording equipment and tools, signal flow, basic acoustics, microphone techniques, and foundational technical and aesthetic concepts. Emphasis is placed on experiential learning through guided studio projects and the use of industry-standard digital audio workstations including Pro Tools, Adobe Audition, and Logic Pro. Applications include audio recording, broadcast production, podcasting, and digital media workflows.

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 [Curriculum Terminology/Icon Guide](#).

Prerequisites COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment


Rationale* The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

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

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

1. Demonstrate proper use of foundational audio recording equipment and studio facilities
2. Explain and apply principles of sound, acoustics, and signal flow
3. Record, edit, and export audio using Pro Tools, Adobe Audition, and Logic Pro
4. Apply basic aesthetic and technical decision-making in audio production
5. Collaborate professionally in a studio-based learning 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 3501 – Fundamentals of Studio Recording

Catalog Course Description

An introductory, hands-on course providing an overview of contemporary studio recording practices. Students explore recording equipment and tools, signal flow, basic acoustics, microphone techniques, and foundational technical and aesthetic concepts. Emphasis is placed on experiential learning through guided studio projects and the use of industry-standard digital audio workstations, including Pro Tools, Adobe Audition, and Logic Pro. Applications include audio recording, broadcast production, podcasting, and digital media workflows.

Pre-requisites: COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Course Learning Outcomes

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

- Demonstrate proper use of foundational audio recording equipment and studio facilities
- Explain and apply principles of sound, acoustics, and signal flow
- Record, edit, and export audio using Pro Tools, Adobe Audition, and Logic Pro
- Apply basic aesthetic and technical decision-making in audio production
- Collaborate professionally in a studio-based learning environment

Software / Technology (TBD)

Avid Pro Tools
Adobe Audition
Apple Logic Pro
Access to department recording studios and studio suites

Assessment & Major Assignments

Studio Orientation & Safety Certification – 5%
Signal Flow & Microphone Techniques Labs – 10%
DAW Skills Exercises (Pro Tools, Adobe, Logic) – 15%
Guided Music Recording Project – 20%
Self-Guided Music Recording Project – 15%
Final Recording Project (Portfolio Ready) – 25%
Participation & Professional Studio Etiquette – 10%

Grading Scale

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

Weekly Course Schedule

Week 1 – Course overview, studio policies, safety training
Week 2 – Fundamentals of sound and acoustics
Week 3 – Signal flow, gain staging, analog vs digital audio
Week 4 – Microphones: types, placement, and practical applications

Week 5 – Audio interfaces, mixers, preamps, and routing
Week 6 – DAW fundamentals: session setup in Pro Tools, Adobe, and Logic
Week 7 – Introduction to mixing and signal processing
Week 8 – Editing techniques and random access editing workflows
Week 9 – Guided recording project (midterm)
Week 10 – Music recording techniques: solo artists and small ensembles
Week 11 – Introduction to mixing vocals
Week 12 – Audio production for media
Week 13 – Master preparation and delivery formats
Week 14 – Final project studio work and review
Week 15 – Final project presentations and critique

COMM - 4501 - Advanced Studio Recording

2026-2027 Undergraduate New Course Request

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

Desired Effective Semester*

Fall

Desired Effective Year*

2026

Routing Information

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

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

College - School/
Department*

School of Communication, Film and Media

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

Yes

No

Is this a College of
Education course?*

Yes

No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 4501

Course Title* Advanced Studio Recording

Long Course Title

Course Type*

Catalog Course Description* An advanced, studio-intensive course focused on professional-level recording, mixing, and post-production. Students apply advanced technical skills and sonic judgment to independent recording projects using Pro Tools, Adobe Audition, and Logic Pro. Emphasis is placed on production planning, complex recording sessions, editing, mixing, mastering, and professional workflow aligned with commercial and artistic standards.

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 [Curriculum Terminology/Icon Guide](#).

Prerequisites COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C and COMM 3501 Fundamentals of Music Recording or instructor permission

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment


Rationale* The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

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

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

1. Plan and execute advanced recording sessions for a variety of media projects
2. Apply advanced microphone techniques and production workflows
3. Demonstrate critical listening and musical decision-making in mixing
4. Edit, mix, and master audio to professional and industry standards
5. Produce a polished, portfolio-ready professional audio project

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure 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 4501 – Advanced Studio Recording

Catalog Course Description

An advanced, studio-intensive course focused on professional-level recording, mixing, and post-production. Students apply advanced technical skills and sonic judgment to independent recording projects using Pro Tools, Adobe Audition, and Logic Pro. Emphasis is placed on production planning, complex recording sessions, editing, mixing, mastering, and professional workflow aligned with commercial and artistic standards.

Prerequisite

COMM 3501 Fundamentals of Studio Recording or instructor permission

Course Learning Outcomes

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

1. Plan and execute advanced recording sessions for a variety of media projects
2. Apply advanced microphone techniques and production workflows
3. Demonstrate critical listening and musical decision-making in mixing
4. Edit, mix, and master audio to professional and industry standards
5. Produce a polished, portfolio-ready professional audio project

Software / Technology (TBD)

Avid Pro Tools

Adobe Audition

Apple Logic Pro

Access to department recording studios and studio suites

Access to advanced recording studios and production labs

Assessment & Major Assignments

Advanced Recording Technique Labs – 15%

Mixing & Processing Exercises – 15%

Independent Recording Session Proposal – 10%

Midterm Production Project – 20%

Final Professional Recording Project (Portfolio Capstone) – 30%

Studio Participation, Lab Work & Professionalism – 10%

Grading Scale

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = 59 and below

Weekly Course Schedule

Week 1 – Course overview and review of recording fundamentals

Week 2 – Advanced microphone techniques and stereo recording methods

Week 3 – Production planning, session documentation, and workflow design

Week 4 – Advanced editing, comping, and corrective processing

Week 5 – Mixing foundations and aesthetic decision-making

Week 6 – Advanced mixing: dynamics, EQ, spatial effects, automation

Week 7 – Mastering concepts, loudness standards, and delivery formats
Week 8 – Recording full bands and complex ensemble sessions
Week 9 – Midterm production project critique
Week 10 – Critical listening and reference track analysis
Week 11 – Independent project studio sessions
Week 12 – Editing, mixing, and mastering independent projects
Week 13 – Final project refinement and peer critique
Week 14 – Final presentations
Week 15 – Portfolio development guidance

Artificial Intelligence (AI)

2026-2027 Undergraduate New Program Request

General Information

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

- Program Type* Degree Program
 Embedded Certificate
 Stand-Alone Certificate
 Endorsement
 Minor

If embedded, please list the parent program. na

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Management

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

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

Yes No

Program Information

Program Type*

Minor

Program Name* Artificial Intelligence (AI)

Degree Type*

Minor

Program Description* The Artificial Intelligence (AI) concentration within the Management Information Systems program prepares students to design, evaluate, and manage AI-driven solutions in organizational settings. The curriculum integrates data analytics, machine learning, and intelligent systems with core MIS principles, emphasizing practical applications, ethical considerations, and strategic decision-making. Students will develop the technical fluency and business insight needed to leverage AI technologies to improve processes, support management decisions, and drive innovation across industries.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

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

Type of Program*

- Program
- Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

Prospective Curriculum*

Artificial Intelligence (AI)

CISM 3500 AI Foundations for Business

CISM 3520 Role of Machine Learning in AI and Business

CISM 3540 Big Data & AI in Business

[Before]Students must take two additional CISM courses at the 3000/4000 level

6

Justification and Assessment

Rationale* A minor in Artificial Intelligence (AI) is important for several reasons. First, AI skills are in high demand across nearly every industry and demand for employees with knowledge and experience in using AI will increase dramatically over the next ten years. Second, an AI minor will teach students not just how to use AI tools, but how they work, when they fail, and how to improve them. Third, a minor in AI will teach students the responsible and ethical use of technology. Given the widespread use of AI, it is hoped that this minor will be attractive to students across many different disciplines. The Management Department is creating an embedded concentration in AI in the BBA in Management Information Systems. Thus, this minor simply opens this option to others who may be interested.

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.
3. Students will utilize data flow diagrams to accurately depict the movement of data within systems.
4. MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

SACSCOC Comments

Assessment - In addition to the concentration in Artificial Intelligence, the B.B.A. in Management Information Systems Program also has concentrations in Business Systems and Analytics, and Cybersecurity and Networking. Each of these has a minor that does not require separate assessment each year; therefore, a separate assessment plan for the Artificial Intelligence Minor is similarly not required.

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

REQUIRED ATTACHMENTS

ATTACH the the following required 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 undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

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

4.) Curriculum Map Assessment


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

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

Program Map* I have attached the Program Map.

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

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

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

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

**2025-2026
Program Map
Minor
Artificial Intelligence**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CISM 3500 – AI Foundations for Bus.	3	CISM 3520 – Role of Mach Learn in AI	3
CISM 3xxx/4xxx	3	CISM 3540 – Big Data and AI in Bus	3
		CISM 3xxx/4xxx	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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.

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Management	COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROGRAM:	Minor - Artificial Intelligence	COURSES		Students will be able to develop a working, dynamic website.	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.	MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.
		1	CISM 3500	R			R
		2	CISM 3520	R	R	R	R
		3	CISM 3540	R	R	R	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	CISM 3xxx/4xxx				R
		5	CISM 3xxx/4xxx				R
		6					
		7					
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8					
		9					
		10					
		11					
		12					
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13					
		14					
		15					
		16					
		17					
		18					
		19					

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

CISM - 3500 - Foundations of AI Systems in Business

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

CISM

Course Number* 3500

Course Title* Foundations of AI Systems in Business

Long Course Title Artificial Intelligence Foundations for Business

Course Type*

Management Information Systems

Catalog Course Description* This course introduces artificial intelligence from a Management Information Systems (MIS) perspective, focusing on how organizations design, evaluate, and implement AI systems to improve decision making, automate processes, and generate business value. Students learn foundational AI concepts, including data structures, machine learning paradigms, natural language processing, predictive modeling, rule based systems, and generative architectures, through a business oriented but systems centric lens. Emphasis is placed on understanding how AI systems function, how they integrate with enterprise technologies (e.g., ERP, CRM, BI, workflow tools), and how data quality, governance, security, privacy, and risk management shape successful deployment in organizations. Through hands on, tool agnostic exercises and real world cases, students practice problem scoping, requirements definition, workflow/prompt design, model evaluation, and AI project planning. A culminating team project requires students to propose an AI enabled solution that specifies process changes, data needs, system integration considerations, safeguards, and expected ROI. Designed for business students with no programming background, the course serves as the foundational entry point for the MIS AI concentration, preparing students for advanced courses in MIS.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites na

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Artificial intelligence has become a central driver of innovation, efficiency, and competitive advantage across nearly every area of business. Organizations increasingly rely on AI to inform decision-making, improve operations, personalize customer experiences, and manage risk. As a result, AI literacy is no longer a specialized skill limited to technical roles, but a core competency expected of today's business graduates regardless of their functional focus.

CISM 3500: AI Foundations for Business is proposed to address this critical need by providing undergraduate students with an accessible, business-focused introduction to artificial intelligence. Unlike technically oriented AI courses, this course is designed specifically for students with no programming background and emphasizes conceptual understanding, practical application, and strategic evaluation of AI technologies. Students will learn to interpret AI capabilities, assess business value, and communicate effectively with technical and non-technical stakeholders.

The course also fills an important gap in the current curriculum by offering a cross-functional perspective on AI that complements existing courses in marketing, finance, operations, and management. In addition to exploring how AI is applied across business domains, students will critically examine ethical, legal, and societal implications of AI adoption, preparing them to support responsible and informed use of emerging technologies.

Through hands-on tool exploration, case-based learning, and a team-based capstone project, the course directly supports the Richards College of Business Assurance of Learning goals, including critical thinking, digital technology competence, communication, teamwork, and leadership. Overall, this course represents a timely and impactful addition to the MIS curriculum, equipping graduates with essential AI literacy and strategic insight needed to succeed in an AI-enabled business environment.


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

*

By the end of the course, students will be able to:

1. Explain core AI concepts (machine learning, natural language processing, generative AI) using business-friendly terminology
2. Identify and evaluate high-potential AI applications across major business functions and industries
3. Interact competently with common AI tools and platforms relevant to business contexts
4. Analyze the business value proposition and implementation considerations for AI projects
5. Assess the ethical, legal, and social implications of AI adoption in business
6. Collaborate effectively in teams to develop and present an AI solution proposal for a business problem

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* na

Fee Justification na

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

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



CISM3500 (3 credits)

Foundations of AI Systems in Business

Fall 2026, TR 9:30-10:30 am, Richards Hall-308
Department of Management
Richards College of Business

Course Description:

This course introduces artificial intelligence from a Management Information Systems (MIS) perspective, focusing on how organizations design, evaluate, and implement AI systems to improve decision-making, automate processes, and generate business value. Students learn foundational AI concepts, including data structures, machine-learning paradigms, natural language processing, predictive modeling, rule-based systems, and generative architectures, through a business-oriented but systems-centric lens. Emphasis is placed on understanding how AI systems function, how they integrate with enterprise technologies (e.g., ERP, CRM, BI, workflow tools), and how data quality, governance, security, privacy, and risk management shape successful deployment in organizations.

Through hands-on, tool-agnostic exercises and real-world cases, students practice problem scoping, requirements definition, workflow/prompt design, model evaluation, and AI project planning. A culminating team project requires students to propose an AI-enabled solution that specifies process changes, data needs, system integration considerations, safeguards, and expected ROI. Designed for business students with no programming background, the course serves as the foundational entry point for the MIS AI concentration, preparing students for advanced courses in MIS.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain core AI concepts (machine learning, natural language processing, generative AI) using business-friendly terminology
2. Identify and evaluate high-potential AI applications across major business functions and industries
3. Interact competently with common AI tools and platforms relevant to business contexts
4. Analyze the business value proposition and implementation considerations for AI projects
5. Assess the ethical, legal, and social implications of AI adoption in business
6. Collaborate effectively in teams to develop and present an AI solution proposal for a business problem

Why this course matters

Artificial intelligence has fundamentally shifted from being a specialized technical domain to a core business competency that every future leader must understand. Regardless of your major—be it marketing, finance, management, or entrepreneurship—you will enter a workforce where AI tools are embedded in decision-making, strategy, and daily operations. This course provides the essential literacy to not just use AI, but to critically evaluate its applications, advocate for its ethical implementation, and confidently collaborate on AI-driven projects. It prepares you to be an informed, effective, and responsible professional in an AI-transformed business world, turning what could be a disruptive threat into a powerful career advantage.

Course Objectives (Aligned with RCOB Assurance of Learning Goals)

- **Critical Thinking & Problem Solving:** Analyze business problems across key functions (marketing, finance, operations) to identify and evaluate high-potential AI use cases, and formulate strategic recommendations that balance innovation with practical implementation considerations.
- **Teamwork & Collaboration:** Work effectively in diverse teams to research, develop, and present a cohesive AI solution proposal, demonstrating the ability to integrate diverse perspectives and manage group dynamics throughout the project lifecycle.
- **Digital Technology:** Gain hands-on, practical familiarity with core AI platforms and tools (including generative AI and business intelligence interfaces) to confidently interact with, assess, and leverage AI technologies in professional settings.
- **Communication:** Clearly articulate AI concepts, business value propositions, and ethical implications in both written proposals and professional oral presentations tailored for executive and non-technical business audiences.
- **Leadership & Time Management:** Demonstrate initiative in team settings by proactively managing project timelines, facilitating productive meetings, and ensuring equitable contribution to deliver a high-quality final project on schedule.

Applications in Business & Analytics

This course is fundamentally applied, connecting every AI concept directly to tangible business outcomes. You will explore how machine learning powers customer recommendation engines in marketing, how natural language processing automates risk assessment and fraud detection in finance, and how predictive analytics optimizes inventory and supply chains in operations. Through case studies and hands-on exercises, you will learn to assess where AI generates the highest return on investment, how to interpret AI-driven insights for strategic decision-making, and how to integrate these technologies into existing business processes to enhance efficiency, innovation, and competitive advantage.

Application of Course Outcomes in the Workplace

Course Outcome	Workplace Competency
Analyze and recommend AI solutions for business problems	Critical Thinking / Problem Solving: Systematically diagnose operational challenges, evaluate the suitability of AI technologies, and propose strategic, value-driven solutions.
Interact with and assess AI tools and platforms	Digital Technology / Analytical Proficiency: Confidently leverage and evaluate enterprise AI applications to enhance productivity, generate insights, and support data-informed decision-making.
Collaborate on a comprehensive AI project proposal	Teamwork / Collaboration: Work effectively in diverse, cross-functional teams to scope, research, and advance technology initiatives from ideation to business case.
Present AI strategies and ethical implications to stakeholders	Oral / Written Communication: Clearly translate technical concepts, business value, and risk assessments into compelling narratives for both technical and non-technical audiences.
Manage a team-based AI project to successful completion	Leadership / Time Management: Demonstrate initiative and accountability by organizing team workflows, managing deadlines, and driving collaborative projects to on-time delivery.

Assessment of Learning Outcomes

Student performance will be evaluated through a combination of:

- Weekly assignments and hands-on exercises (individual practice)

- Group projects and presentations (real-world application)
- Midterm and final exams (conceptual and applied understanding)

Grading Breakdown:

- Assignments & Projects: **60%**
- Midterm Exam: **20%**
- Final Exam: **20%**
- **Total: 100%**

Grading Scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Assessment of AOL Goals

To effectively build foundational AI literacy for business, an applied, case-based approach will be taken. Students will:

- Learn core AI concepts and business implications through interactive lectures, targeted readings, and contemporary case study discussions.
- Develop practical familiarity through structured, hands-on explorations of current AI tools and platforms, including generative AI and business analytics interfaces.
- Work in collaborative teams to research, analyze, and develop a professional AI solution proposal for a real-world business challenge.
- Present their strategic proposal and ethical analysis in both a formal written report and a professional oral presentation to simulated stakeholders.

Competencies in critical thinking, digital technology proficiency, teamwork, communication, and leadership will be holistically evaluated through these progressive activities, with the culminating group project serving as the primary comprehensive assessment of learning outcomes.

Course Materials

- **Primary Textbook:** *Introduction to AI: A Business Perspective* by Hoisington & Ciampa
ISBN-13: 9798214024332
- **Supplemental Textbook:** Mollick, E. (2024). *Co-Intelligence: Living and Working with AI*. Penguin Random House.
- **Case Studies Package:** Harvard Business Review and MIT Sloan Management Review cases on AI in business (provided via CourseDen)

All course materials, assignments, and lecture recordings will be available on **CourseDen**.

Modality

Hybrid

Prerequisites

Tentative Weekly Topics & Readings

Part I: Understanding AI Fundamentals

Week	Topic	Key Activities	Readings (Hoisington & Ciampa)
1	Introduction: The AI-Powered Business Landscape	Course overview; "AI in My Daily Life" inventory; Discuss AI's disruptive potential across industries	Ch. 1: What is Artificial Intelligence?
2	The Three Eras of Computing & Core AI Concepts	Evolution from tabulating to learning systems; Exercise: Classifying systems as AI or not; AI vs. Automation	Ch. 2: The Evolution of Computing: From Data to Learning
3	Data: The Essential Fuel	Structured vs. unstructured data; Data quality discussion; Ethics of data sourcing and privacy	Ch. 3: Data: Structured, Semi-Structured, and Unstructured
4	How AI Learns: Machine Learning Paradigms	Supervised vs. Unsupervised learning deep dive; Business case matching exercise	Ch. 4: Machine Learning: Supervised, Unsupervised, and Reinforcement
5	Interacting with AI: NLP & Conversational Systems	How chatbots and voice assistants work; Hands-on session with a business chatbot platform	Ch. 8: Natural Language Processing and the Future of Conversation

Part II: AI in Business Practice

Week	Topic	Key Activities	Readings (Hoisington & Ciampa)
6	Generative AI: Capabilities and Business Applications	Prompt engineering workshop for business tasks; Analyzing strengths/limitations of GenAI outputs	Ch. 9: Generative AI and Creative Systems; Assignment 1 Due
7	Midterm Exam & Project Planning	Exam covering weeks 1-6; Group formation and project topic brainstorming/approval	Review Chapters 1-4, 8-9
8	AI for Intelligence: Business Intelligence & Analytics	How AI enhances dashboards and forecasting; Demo of an AI-powered analytics tool	Ch. 5: AI in Business Intelligence and Data Analytics

Week	Topic	Key Activities	Readings (Hoisington & Ciampa)
9	AI in Operations: Robotics, IoT, and the Physical World	Case study on robotics in logistics/supply chain; Discussion on AI in smart manufacturing	Ch. 10: Bringing AI to the Physical World: Robotics and Beyond
10	AI for Security and Trust	How AI is used in cybersecurity for threat detection; Discussion on building trustworthy AI systems	Ch. 11: AI in Cybersecurity

Part III: Implementing AI Responsibly

Week	Topic	Key Activities	Readings (Hoisington & Ciampa)
11	The AI Project Lifecycle & Strategic Adoption	From problem scoping to ROI analysis; Workshop: Building a one-page AI project charter	Ch. 6: Developing AI-Driven Solutions; Ch. 7: AI Strategy and the Organization
12	AI Ethics I: Bias, Fairness, and Accountability	Algorithmic bias audit exercise; Case study debrief; Framework for ethical design	Ch. 12: Ethical Considerations in AI; Assignment 2 Due
13	AI Ethics II: Society, Workforce, and Governance	Debate on AI's impact on jobs; Review of emerging regulations; Developing an AI use policy	Ch. 13: AI, Society, and the Future of Work
14	Final Project Presentations & Course Synthesis	Group presentations to "executive panel"; Course wrap-up: From literacy to strategic action	Final Project Due

Course Format

Classroom discussions will focus on theoretical foundations and practical applications of quantitative approaches to solving real-world business problems. Students are expected to:

- Come prepared by reading assigned sections.
- Participate in discussions and group activities.
- Complete lab assignments and take-home exercises to reinforce learning.

Policies and Procedures

1. Communication and Email Policy

- Students are expected to check their official UWG email accounts daily for important updates and announcements.
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- Chapter quizzes are individual assessments. While the textbook may be used as a reference, collaboration is strictly prohibited.

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- Students are expected to complete their own work. While collaboration on study materials is encouraged, all submitted work must be original.
- Plagiarism or academic dishonesty will result in an automatic failing grade for the course and may lead to further disciplinary action.
- The university's Academic Honesty Policy will be strictly enforced. Please review it at: [UWG Academic Honesty Policy](#)

6. Plagiarism Detection

- Written assignments must be submitted through Turnitin via CourseDen for plagiarism detection.
- Any form of academic dishonesty will result in a failing grade.

7. Feedback and Grading

- The instructor will respond to emails and grade submissions within the following timeframes:
 - Emails: Within 24 hours on weekdays, 48 hours on weekends.
 - Assignments and quizzes: Graded within 5 business days of the due date.
- Students are responsible for monitoring their grades on CourseDen. Grade disputes must be submitted in writing within one week of the grade being posted. The entire assignment or exam may be regraded.

8. Accommodations

- Students requiring accommodations should notify the instructor as early as possible, preferably by the end of the first week of class.
- Every effort will be made to meet legitimate, documented needs in accordance with UWG policies.

9. Course Changes

- The instructor reserves the right to modify the syllabus, schedule, or course requirements as necessary.
- Students will be notified of any changes in a timely manner via CourseDen and class announcements.

CISM - 3520 - Role of Machine Learning in AI and Business

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective Semester*

Desired Effective Year*

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.

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 3520

Course Title* Role of Machine Learning in AI and Business

Long Course Title Role of Machine Learning in Artificial Intelligence and Business

Course Type*

Catalog Course Description* This course provides undergraduate business students with a hands on, application focused introduction to machine learning as the core technology behind modern artificial intelligence systems. The course emphasizes how machine learning models transform organizational data into insights that support managerial decision making across functions such as marketing, finance, operations, and human resources. Designed for students with no prior programming experience, the course focuses on practical understanding, model interpretation, and business relevance rather than algorithmic coding. Students learn to frame business problems as machine learning tasks and apply techniques such as classification, regression, clustering, and association rule mining using the WEKA analytics platform. The course covers the full machine learning lifecycle, including data preparation, model building, evaluation, and communication of results, while highlighting trade offs between accuracy, interpretability, and business cost. Through applied exercises, case discussions, and a team based capstone project, students develop the ability to communicate AI driven insights effectively and contribute meaningfully to data driven and AI enabled organizations.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites na

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Machine learning is the foundational capability that enables modern artificial intelligence systems and has become a critical driver of data-driven decision-making in today's organizations. Businesses across all functional areas—including marketing, finance, operations, human resources, and strategy—increasingly rely on machine learning models to identify patterns in data, generate predictions, manage risk, and optimize performance. As AI adoption continues to accelerate, employers seek graduates who not only understand AI conceptually but can also apply machine learning techniques to solve practical business problems and communicate analytical insights effectively.

CISM 3520: Role of Machine Learning in AI and Business is proposed to meet this growing demand by providing undergraduate business students with an applied, hands-on introduction to machine learning from a managerial and analytical perspective. The course fills an important gap between introductory AI literacy and technically advanced analytics courses by focusing on model application, evaluation, interpretation, and business impact rather than programming or algorithm design. Students learn how to translate business questions into analytical tasks, assess model performance in terms of business cost and value, and interpret results to support managerial decision-making.


The course also directly supports the Richards College of Business Assurance of Learning goals by emphasizing critical thinking, digital technology proficiency, teamwork, communication, and leadership. Through hands-on exercises using industry-relevant tools and a team-based capstone project, students gain practical experience managing the full machine learning lifecycle in a business context. Overall, this course equips graduates with essential AI-related analytical skills and prepares them to contribute meaningfully to data-driven and AI-enabled organizations, making it a timely and high-value addition to the MIS curriculum.

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

By the end of the course, students will be able to:

1. Understand core machine learning concepts and their business applications
2. Prepare and preprocess data for modeling
3. Apply classification, regression, clustering, and association rule mining
4. Evaluate models using appropriate metrics
5. Communicate insights effectively to business stakeholders
6. Explore advanced topics such as ensemble methods and deep learning

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


- 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?* na

Fee Justification na

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

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



CISM3520 (3 credits)

Role of Machine Learning in AI and Business

Fall 2026, TR 9:30-10:30 am, Richards Hall-308
Department of Management
Richards College of Business

Course Description:

This course provides undergraduate business students with a hands-on, application-focused introduction to machine learning as the core technology behind modern artificial intelligence systems. The course emphasizes how machine learning models transform organizational data into insights that support managerial decision-making across functions such as marketing, finance, operations, and human resources. Designed for students with no prior programming experience, the course focuses on practical understanding, model interpretation, and business relevance rather than algorithmic coding.

Students learn to frame business problems as machine learning tasks and apply techniques such as classification, regression, clustering, and association rule mining using the WEKA analytics platform. The course covers the full machine learning lifecycle, including data preparation, model building, evaluation, and communication of results, while highlighting trade-offs between accuracy, interpretability, and business cost. Through applied exercises, case discussions, and a team-based capstone project, students develop the ability to communicate AI-driven insights effectively and contribute meaningfully to data-driven and AI-enabled organizations.

Learning Outcomes:

By the end of the course, students will be able to:

1. Understand core machine learning concepts and their business applications
2. Prepare and preprocess data for modeling
3. Apply classification, regression, clustering, and association rule mining
4. Evaluate models using appropriate metrics
5. Communicate insights effectively to business stakeholders
6. Explore advanced topics such as ensemble methods and deep learning

Why This Course Matters

Machine learning is a core component of modern business strategy, driving decisions in marketing, finance, operations, and more. It is also the main driver of AI in learning and generating new knowledge. This course equips you with the practical skills to not just understand these technologies but to apply them directly to real-world business challenges, making you a more effective and valuable contributor in any data-driven organization.

Course Objectives (Aligned with AOL Goals)

- **Critical Thinking & Problem Solving:** Analyze business problems, select appropriate machine learning techniques, and interpret results to formulate data-driven recommendations.
- **Teamwork & Collaboration:** Work effectively in teams to manage and execute a complex analytics project from problem definition to final presentation.
- **Digital Technology:** Gain proficiency in the WEKA analytics platform to implement, evaluate, and interpret machine learning models.
- **Communication:** Present technical findings and strategic insights in a clear, concise, and professional manner, both orally and in writing.
- **Leadership & Time Management:** Demonstrate initiative, manage project timelines, and contribute meaningfully to team-based decision-making.

Applications in Business & Analytics

This course prepares you to apply machine learning to core business functions. The skills you learn will be directly applicable in the following areas:

- Marketing & Sales: Predict customer churn, personalize product recommendations, segment customers for targeted campaigns, and optimize advertising spend.
- Finance & Risk: Build credit scoring models, detect fraudulent transactions, forecast stock prices and market trends, and model financial risk.
- Operations & Supply Chain: Forecast product demand to manage inventory, optimize delivery routes and logistics, predict equipment failures for maintenance, and improve production quality.
- Human Resources: Analyze employee data to predict attrition, screen resumes to identify top candidates, and identify factors that drive employee satisfaction and performance.
- Customer Service: Automate ticket routing and prioritization, analyze customer feedback and reviews, and power intelligent chatbots for faster resolution.
- Management & Strategy: Generate data-driven insights for strategic planning, identify new market opportunities through pattern discovery, and monitor key business metrics with predictive alerts.

Application of Course Outcomes in the Workplace

Course Outcome	Workplace Competency
Frame business problems as ML tasks using CRISP-DM	Critical Thinking / Problem Solving: Systematically deconstruct business challenges and design analytical solutions.
Build, evaluate, and interpret ML models	Digital Technology / Analytical Proficiency: Leverage analytical tools to create assets that directly inform strategy and operations.
Collaborate on a capstone analytics project	Teamwork / Collaboration: Work effectively in cross-functional teams on data-centric projects.
Communicate data-driven findings to stakeholders	Oral / Written Communication: Translate complex technical results into actionable business intelligence for managers and executives.
Manage a project from start to finish	Leadership / Time Management: Take ownership of analytical projects, ensuring they are delivered on time and meet business objectives.

Assessment of Learning Outcomes

Student performance will be evaluated through a combination of:

- Weekly assignments and hands-on exercises (individual practice)
- Group projects and presentations (real-world application)
- Midterm and final exams (conceptual and applied understanding)

Grading Breakdown:

- Assignments & Projects: **60%**
- Midterm Exam: **20%**
- Final Exam: **20%**
- **Total: 100%**

Grading Scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Assessment of AOL Goals

To effectively teach the fundamentals of machine learning, a project-oriented approach will be taken. Students will:

- Learn conceptual foundations through lectures and readings.
- Apply practical techniques through guided, hands-on exercises in WEKA.
- Work in groups on a capstone project that involves solving a real-world business case from start to finish.
- Present their project results in a professional presentation and written report.

Skills in critical thinking, teamwork, digital technology, communication, and leadership will be evaluated through these activities, with the capstone project serving as the primary comprehensive assessment.

Course Materials

- **Primary Textbook:** *Witten, I. H., Frank, E., Hall, M. A., & Pal, C. J. (2016). Data Mining: Practical Machine Learning Tools and Techniques (4th ed.). Morgan Kaufmann.*
 - **ISBN:** 978-0128042915
- **Software:** *WEKA (open-source, will be demonstrated in class and used for all assignments).*

All course materials, assignments, and lecture recordings will be available on **CourseDen**.

Modality

Hybrid

Prerequisites

Tentative Weekly Topics & Readings

Week	Topic & Theme	Key Readings & Concepts	Hands-On / Deliverables	
1	Course Overview & The Analytics Process	Syllabus, Intro to CRISP-DM, Ethics in AI/ML	Intro to WEKA Interface	
2	ML Foundations & Business Applications	Ch 1: What's it all about? Simple examples (Weather Problem)	Loading Data, Running a Classifier	
3	Data Representation & Preparation	Ch 2: Concepts, Instances, Attributes; Data Cleaning	Data Preprocessing in WEKA (filters, handling missing values)	
4	Knowledge Representation & Output	Ch 3: Trees, Rules, Linear Models, Clusters	Visualizing and Interpreting Different Model Outputs	
5	Basic Algorithms I: Classification & Regression	Ch 4.3, 4.6: Decision Trees, Naive Bayes, Linear Models	Building and Comparing Classifiers	Assignment 1 Due
6	Basic Algorithms II: Clustering & Association	Ch 4.5, 4.8: K-Means, Association Rules	Market Basket Analysis & Customer Segmentation	
7	Model Evaluation & The Business Cost of Error	Ch 5: Training/Testing, Cross-Validation, Metrics	Evaluating Models; Interpreting Confusion Matrices	Midterm Exam

Week	Topic & Theme	Key Readings & Concepts	Hands-On / Deliverables	
8	Advanced Models I: Trees, Rules & Ensembles	Ch 6, Ch 12.1-12.4: Random Forests, Bagging, Boosting	Building an Ensemble Model	Capstone Project Proposal Due
9	Data Transformations for Better Models	Ch 8: Attribute Selection, Discretization, Sampling	Advanced Feature Engineering in WEKA	
10	Probabilistic Methods	Ch 9.1, 9.2: Foundations, Bayesian Networks	Implementing and Interpreting Naive Bayes	
11	Deep Learning & Neural Networks (Conceptual)	Ch 10: Deep Feedforward Networks, CNNs, RNNs	Conceptual Discussion; Demo of a Neural Network	
12	Specialized Topics & The ML Lifecycle	Ch 11, 13: Semi-supervised Learning, Data Streams, MLOps	Case Study Discussion	Capstone Project Progress Report
13	Capstone Work Session & Project Consultations	Applying the full CRISP-DM process	In-class workshop and team mentoring	
14	Capstone Project Presentations	Communicating Insights to Stakeholders	Team Presentations to the Class	Final Project Report & Presentation Due
Final Exam Period	Final Exam (Comprehensive)	Covers key concepts from Weeks 1-12		

Course Format

Classroom discussions will focus on theoretical foundations and practical applications of quantitative approaches to solving real-world business problems. Students are expected to:

- Come prepared by reading assigned sections.
- Participate in discussions and group activities.
- Complete lab assignments and take-home exercises to reinforce learning.

Policies and Procedures

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CISM - 3540 - Big Data & AI in Business

2026-2027 Undergraduate New Course Request

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Desired Effective Semester*

Desired Effective Year*

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College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

CISM

Course Number* 3540

Course Title* Big Data & AI in Business

Long Course Title Big Data & Artificial Intelligence in Business

Course Type*

Management Information Systems

Catalog Course Description* This course examines the critical role that large scale data infrastructure plays in enabling and scaling artificial intelligence systems in modern organizations. The course focuses on the interdependence between Big Data platforms and AI/ML pipelines, emphasizing how data volume, velocity, variety, quality, and governance directly influence model performance and business outcomes. Students will explore contemporary data architectures—including data lakes, feature stores, and vector databases—and analyze how these technologies support predictive, prescriptive, and generative AI applications across business domains. Through hands on projects using cloud based data engineering and AI/ML services, students will design and implement end to end data pipelines that prepare, serve, and manage data for intelligent systems. The course integrates technical architecture with business strategy, highlighting topics such as data governance, ethical AI, cost optimization, and return on investment. By completing a team based capstone project that culminates in a functional data AI system, students develop the ability to communicate technical designs and business value propositions to both technical and non technical stakeholders. This course serves as an advanced, applied experience that prepares students to lead data driven and AI enabled initiatives in enterprise environments.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites na

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Artificial intelligence initiatives in modern organizations increasingly succeed or fail based on the quality, scale, and governance of the underlying data infrastructure. While many AI courses focus on models and algorithms, industry experience consistently shows that the greatest challenges in deploying AI at scale stem from data integration, architecture, feature management, and operationalization rather than from modeling techniques alone. As businesses move toward enterprise-wide AI adoption, there is a growing need for graduates who understand how Big Data platforms enable, constrain, and shape AI capabilities in real-world environments.

CISM 3540: Big Data & AI in Business is proposed to address this critical gap by focusing on the data foundations that power artificial intelligence systems. Building on earlier coursework in AI and machine learning, this course prepares students to design and evaluate end-to-end data-AI pipelines that transform raw, large-scale data into production-ready AI solutions. Students learn how data architecture choices—such as data lakes, feature stores, and vector databases—directly affect scalability, performance, cost, and ethical outcomes of AI systems, ensuring that technical decisions remain aligned with business strategy.


The course also strengthens the Richards College of Business Assurance of Learning goals by emphasizing applied problem solving, digital technology proficiency, teamwork, communication, and leadership. Through a project-based, cloud-centric approach, students gain experience navigating the full AI lifecycle, from data ingestion and governance to model deployment and value realization. As a capstone-level course within the AI concentration, CISM 3540 prepares graduates to lead data-driven AI initiatives, bridge communication gaps between technical and business teams, and contribute meaningfully to enterprise-scale AI and analytics projects.

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

By the end of the course, students will be able to:

1. Articulate how Big Data characteristics (5 V's) fundamentally enable or constrain AI system performance and scalability.
2. Design and implement a cloud-based data pipeline that prepares and serves data for AI model training and inference.
3. Compare and select appropriate data storage architectures (Data Lakes, Feature Stores, Vector Databases) for specific AI/ML use cases.
4. Evaluate the data quality, ethical, and governance requirements for enterprise AI systems.
5. Build and deploy a simple AI/ML model using AutoML or managed ML services on a cloud platform.
6. Communicate the business value proposition of integrated Big Data-AI initiatives to technical and non-technical stakeholders.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* na

Fee Justification na

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

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



CISM3540 (3 credits)
Big Data & AI in Business

Fall 2026, TR 9:30-10:30 am, Richards Hall-308
Department of Management
Richards College of Business

Course Description:

This course examines the critical role that large-scale data infrastructure plays in enabling and scaling artificial intelligence systems in modern organizations. The course focuses on the interdependence between Big Data platforms and AI/ML pipelines, emphasizing how data volume, velocity, variety, quality, and governance directly influence model performance and business outcomes. Students will explore contemporary data architectures—including data lakes, feature stores, and vector databases—and analyze how these technologies support predictive, prescriptive, and generative AI applications across business domains.

Through hands-on projects using cloud-based data engineering and AI/ML services, students will design and implement end-to-end data pipelines that prepare, serve, and manage data for intelligent systems. The course integrates technical architecture with business strategy, highlighting topics such as data governance, ethical AI, cost optimization, and return on investment. By completing a team-based capstone project that culminates in a functional data-AI system, students develop the ability to communicate technical designs and business value propositions to both technical and non-technical stakeholders. This course serves as an advanced, applied experience that prepares students to lead data-driven and AI-enabled initiatives in enterprise environments.

Learning Outcomes:

By the end of the course, students will be able to:

1. Articulate how Big Data characteristics (5 V's) fundamentally enable or constrain AI system performance and scalability.
2. Design and implement a cloud-based data pipeline that prepares and serves data for AI model training and inference.
3. Compare and select appropriate data storage architectures (Data Lakes, Feature Stores, Vector Databases) for specific AI/ML use cases.
4. Evaluate the data quality, ethical, and governance requirements for enterprise AI systems.
5. Build and deploy a simple AI/ML model using AutoML or managed ML services on a cloud platform.
6. Communicate the business value proposition of integrated Big Data-AI initiatives to technical and non-technical stakeholders.

Why This Course Matters

AI models are only as good as the data that fuels them. This course addresses the essential but often overlooked foundation of successful AI: scalable, clean, and well-managed data infrastructure. As the capstone for the AI concentration, it bridges the gap between strategic AI concepts learned earlier and their technical implementation. You will learn why companies that treat data as a strategic asset dramatically outperform their AI initiatives—and how to build the data foundation that makes AI work at scale in real business environments.

Course Objectives (Aligned with AOL Goals)

- **Critical Thinking & Problem Solving:** Diagnose business problems to design integrated data-AI solutions, selecting appropriate technologies that balance performance, cost, and scalability.
- **Teamwork & Collaboration:** Work effectively in cross-functional teams to execute a comprehensive data pipeline and AI model development project, simulating real-world data science team dynamics.

- **Digital Technology:** Gain proficiency with cloud-based data engineering and ML platforms (e.g., Azure ML, Google Vertex AI, AWS SageMaker) to build, train, and deploy AI models.
- **Communication:** Articulate technical architectures and business value propositions for data-AI systems through professional documentation, presentations, and data storytelling.
- **Leadership & Time Management:** Lead a team through the complete AI development lifecycle, from data sourcing to model deployment, while managing technical dependencies and project timelines.

Applications in Business & Analytics

This course prepares you to lead the data infrastructure that powers AI across business functions:

- **Marketing & Personalization:** Build real-time recommendation engines fed by clickstream data lakes and customer 360 platforms.
- **Financial AI Systems:** Develop fraud detection models trained on massive transaction histories and real-time payment streams.
- **Intelligent Operations:** Implement predictive maintenance AI using time-series data from thousands of IoT sensors across a supply chain.
- **Generative AI in Enterprise:** Create RAG (Retrieval-Augmented Generation) systems that ground LLMs in corporate document repositories and databases.
- **Strategic Intelligence:** Develop competitive analysis AI that processes vast amounts of unstructured market data, news, and social media.

Application of Course Outcomes in the Workplace

Course Outcome	Workplace Competency
Design a data architecture to support AI initiatives	Critical Thinking / Problem Solving: Architect systems where data pipelines directly enable AI capabilities, solving for scale, latency, and quality requirements.
Build and manage ML data pipelines in the cloud	Digital Technology / Analytical Proficiency: Implement and operationalize the critical infrastructure that transforms raw business data into fuel for production AI systems.
Collaborate on data-AI integration projects	Teamwork / Collaboration: Bridge the gap between data engineers, ML engineers, and business analysts to deliver integrated intelligent solutions.
Document and present data-AI system value	Oral / Written Communication: Translate complex technical architectures into compelling business cases that secure funding and stakeholder buy-in.
Manage the end-to-end AI development lifecycle	Leadership / Project Management: Navigate the technical and organizational challenges of moving AI projects from prototype to production, ensuring data quality and model performance.

Assessment of Learning Outcomes

Student performance will be evaluated through a combination of:

- Weekly assignments and hands-on exercises (individual practice)
- Group projects and presentations (real-world application)
- Midterm and final exams (conceptual and applied understanding)

Grading Breakdown:

- Assignments & Projects: **60%**
- Midterm Exam: **20%**
- Final Exam: **20%**
- **Total: 100%**

Grading Scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Assessment of AOL Goals

This course employs a production-focused, project-based approach that mirrors real-world data science team workflows. Students will:

- Learn architectural patterns through case studies of successful (and failed) enterprise AI implementations.
 - Apply concepts through guided labs using cloud platforms to build data pipelines and train models.
 - Work in teams on a capstone project that requires designing, building, and presenting a functional data-AI system for a business problem.
 - Demonstrate their solution through a working prototype, technical architecture documentation, and business value presentation.
- Competencies in critical thinking, digital technology, teamwork, communication, and leadership will be evaluated through this integrated project, with particular emphasis on the ability to make technical decisions that align with business objectives.

Course Materials

- **Primary Textbook:** Zikopoulos, P., et al. (2022). *Big Data Beyond the Hype: A Guide to Conversations for Today's Data Center*. McGraw-Hill.
 - ISBN: 978-1264268691 (Selected chapters on data-AI integration)
- **Supplementary Reader:** Course pack of articles from *Harvard Business Review*, *MIT Sloan Management Review*, and technical blogs on MLOps and data engineering.
- **Software/Tools:** Cloud platform credits provided via UWG (Azure for Education, Google Cloud, or AWS Educate). Tools may include Databricks Community Edition, Azure ML, or Google Vertex AI.

All course materials, assignments, and announcements will be available on CourseDen.

Modality

Hybrid

Prerequisites**Tentative Weekly Topics & Readings**

Week	Topic & Theme	Key Readings & Concepts	Hands-On / Deliverables	
1	Course Intro: The Data-AI Virtuous Cycle	Why AI fails without data strategy; Case: Netflix's data flywheel	Lab: Exploring a cloud data+ML platform	Syllabus Quiz
2	Data Architecture for AI: Lakes, Warehouses, Feature Stores	Data storage patterns for ML; Introduction to feature engineering	Lab: Setting up a cloud data lake	Project Team Formation

Week	Topic & Theme	Key Readings & Concepts	Hands-On / Deliverables	
3	Data Pipelines & Engineering for ML	ETL vs. ELT; Batch vs. streaming for model training	Lab: Building a batch data pipeline	Assignment 1 Due
4	Data Quality & Governance for Responsible AI	Bias detection in training data; Data lineage and reproducibility	Case: Amazon hiring algorithm post-mortem	
5	From Data to Features: The Foundation of ML	Feature engineering techniques; Feature stores in practice	Lab: Creating and storing ML features	Assignment 2 Due
6	MLOps & Model Lifecycle Management	CI/CD for ML; Model registries and deployment patterns	Demo: End-to-end ML pipeline on cloud	
7	Midterm Exam & Project Design Review	Architectural decision-making for AI systems	Midterm Exam; Project Design Doc Due	
8	Scalable Model Training & AutoML	Distributed training concepts; When to use AutoML	Lab: Training a model with AutoML services	
9	Vector Data & Databases for GenAI	Embeddings, RAG architectures, and semantic search	Lab: Building a simple RAG system with a vector DB	
10	Real-time AI: Streaming Data & Model Inference	Online vs. offline inference; Monitoring model performance	Lab: Deploying a model for real-time predictions	Project Progress Report
11	The Economics of Data & AI	Cost management in cloud AI; Calculating ROI of data infrastructure	Case study analysis	
12	Ethics, Compliance & AI Governance	GDPR/CCPA for ML models; Auditing AI systems	Workshop: Creating an AI model card	
13	Capstone Work Session & Consultations	Integrating all components: data → features → model → deployment	In-class workshop; Team mentoring	

Week	Topic & Theme	Key Readings & Concepts	Hands-On / Deliverables
14	Final Project Presentations & Demo Day	Presenting working systems and business impact	Final Presentation, Demo, & Technical Report Due
Final Exam Period	Final Exam (Applied Architecture)	Scenario-based architectural decisions	

Key Capstone Project: The Integrated Data-AI System

Teams will select a business problem and:

1. Design a cloud architecture for data ingestion, storage, and processing.
2. Build a data pipeline that creates clean, ML-ready features.
3. Develop and train a predictive or generative AI model using the prepared data.
4. Deploy the model to a simple endpoint or application.
5. Document the technical implementation and business case.
6. Present a live demo and value proposition to the class.

Policies and Procedures

1. Communication and Email Policy

- Students are expected to check their official UWG email accounts daily for important updates and announcements.
- Only emails sent from UWG-issued addresses will receive a response. Messages sent via CourseDen mail will not be read or answered.
- Emails will typically be answered within 24 hours on business days. Messages sent after 10:00 PM or over the weekend may receive a delayed response.
- If you do not receive a reply within 24 hours, please resend your message.

2. Participation and Attendance

- Active participation is essential for success in this course. Students are expected to engage in discussions and activities regularly.
- Students should log into CourseDen at least 3–4 times per week to stay current with announcements, assignments, and deadlines.

3. Assignment and Quiz Policy

- All assignments and quizzes must be completed by the posted deadlines.
- Late submissions will incur a 10% penalty per day, unless a documented extenuating circumstance (e.g., medical emergency) is provided.
- Assignments must be submitted via the designated Assignment Submission Box in CourseDen. Submissions via email will not be accepted or graded.
- Chapter quizzes are individual assessments. While the textbook may be used as a reference, collaboration is strictly prohibited.

4. Exams

- Students must take all exams as scheduled. If you are unable to attend, notify the instructor before the exam and provide appropriate documentation.
- A 10% penalty per day will apply to late exams without prior approval and documentation.

5. Academic Integrity

- Students are expected to complete their own work. While collaboration on study materials is encouraged, all submitted work must be original.

- Plagiarism or academic dishonesty will result in an automatic failing grade for the course and may lead to further disciplinary action.
- The university's Academic Honesty Policy will be strictly enforced. Please review it at: UWG Academic Honesty Policy

6. Plagiarism Detection

- Written assignments must be submitted through Turnitin via CourseDen for plagiarism detection.
- Any form of academic dishonesty will result in a failing grade.

7. Feedback and Grading

- The instructor will respond to emails and grade submissions within the following timeframes:
 - Emails: Within 24 hours on weekdays, 48 hours on weekends.
 - Assignments and quizzes: Graded within 5 business days of the due date.
- Students are responsible for monitoring their grades on CourseDen. Grade disputes must be submitted in writing within one week of the grade being posted. The entire assignment or exam may be regraded.

8. Accommodations

- Students requiring accommodations should notify the instructor as early as possible, preferably by the end of the first week of class.
- Every effort will be made to meet legitimate, documented needs in accordance with UWG policies.

9. Course Changes

- The instructor reserves the right to modify the syllabus, schedule, or course requirements as necessary.
- Students will be notified of any changes in a timely manner via CourseDen and class announcements.

Management Information Systems, B.B.A.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

Department of Management

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

Is this a College of Education Program?* Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name

Program Description

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

Program ID - DO NOT EDIT* 5016

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* Our B.B.A in management information systems (MIS) prepares students for careers in areas such as business systems analyst, database administrator, or cybersecurity analyst. Additionally, students can focus their studies in one of our three concentrations: business systems and analytics, cybersecurity and networking, or artificial intelligence. We also encourage students to pursue professional certifications such as Cisco Certified Network Associate (CCNA) or the SAP Certification.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

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

MATH 1113 Precalculus

Field of Study: 18 Hours

A: 6 Hours

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

B: 6 Hours

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

C: 3 Hours

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

D: 3 Hours

CISM 2201 Foundations of Spreadsheet Analysis

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 Principles of 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 Database Design and Management
CISM 3470 Fundamentals of Information Security
CISM 4310 Systems Analysis and Design

Artificial Intelligence (AI) (Select 3 Courses)

CISM 3500 AI Foundations for Business
CISM 3520 Role of Machine Learning in AI and Business
CISM 3540 Big Data & AI in Business

Traditional Concentration (Select 3 Courses)

CISM 3625 Contemporary Issues in MIS
CISM 4330 Introduction to Enterprise Software
CISM 4333 Introduction to Networking
CISM 4350 Enterprise Simulation and Analytics
CISM 4355 Fundamentals of Cybersecurity
CISM 4382 Special Problems in Management Information Systems
CISM 4384 MIS Study Abroad
CISM 4386 Business Internship (Management Information Systems)
CISM 4390 Business Intelligence and Data Mining
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics
CISM 4500 Advanced Networking: Switching, Routing, and Wireless
CISM 4600 Advanced Enterprise Networking, Security, and Automation

Business Systems and Analytics Concentration (3 Courses)

CISM 4330 Introduction to Enterprise Software
CISM 4350 Enterprise Simulation and Analytics
CISM 4390 Business Intelligence and Data Mining

Cyber Security and Networking Concentration (3 Courses)

CISM 4333 Introduction to Networking
CISM 4355 Fundamentals of Cybersecurity
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics

Electives: 9 Hours

Elective 1

Elective 2

Elective 3

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

Total: 120 Hours

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  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* Artificial Intelligence (AI) skills are in high demand in today's work environment. Job trends in AI are exceptionally strong, characterized by high demand, rapidly growing salaries, and widespread adoption across sectors such as finance, healthcare, and manufacturing. The concentration in AI will be characterized by skills such as machine learning, generative AI, prompt engineering, and AI deployment.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments Assessment - In addition to the proposed concentration in Artificial Intelligence, the B.B.A. in Management Information Systems also has concentrations in Business Systems and Analytics, and Cybersecurity and Networking. These concentrations are embedded in the BBA in Management Information Systems and do not require separate assessment each 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.

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

MKTG - 4835 - Digital Marketing Analytics

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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

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

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

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 4835

Course Title* Digital Marketing Analytics

Long Course Title Digital Marketing Analytics

Course Type*

Catalog Course Description* Digital Marketing Analytics introduces students to the concepts, tools, and techniques used to collect, analyze, and interpret digital marketing data for informed managerial decision-making. The course focuses on understanding online consumer behavior, measuring and evaluating digital campaign performance, and applying data-driven insights to improve digital marketing strategies. Emphasis is placed on hands-on learning using freely available platforms, datasets, and analytical tools. No textbook purchase is required; all course materials are provided at no cost through open educational resources (OER), instructor-created content, and publicly accessible tools. Upon completion of the course, students will be able to assess a company's online presence and critically evaluate its digital marketing performance.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites MKTG 3803

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

- Area I
- Area M
- Area P
- Area A
- Area C
- Area T
- Area S

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment


Rationale* Digital applications have been growing rapidly in all aspects of Marketing and along with this the availability of digital marketing data. This course will focus on the concepts, tools, and techniques used to collect, analyze, and interpret digital marketing data.

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

Upon completing the course, the student should be able to:

1. Explain the fundamentals of digital marketing and the role of analytics in data-driven decision making.
2. Analyze online consumer behavior and develop customer journey maps to evaluate touchpoints across digital channels.
3. Apply website, search, and social media analytics techniques to assess digital performance.
4. Identify and interpret key performance indicators (KPIs) using digital dashboards to monitor marketing effectiveness.
5. Use Google Analytics 4 and alternative analytics tools to collect, track, and interpret digital data.
6. Evaluate paid media performance through PPC, SEO, display, and social advertising metrics.
7. Measure and assess content performance and audience engagement across platforms.
8. Implement attribution models to calculate ROI and optimize marketing investments.
9. Create data visualizations that communicate actionable insights for marketing strategy.
10. Discuss and apply ethical and privacy considerations in digital marketing analytics, including data protection and responsible use.

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* 60

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

If yes, what will the fee be?* No Fee

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.



Digital Marketing Analytics

MKTG-4885

Spring 2026 Section E01 3 Credits 01/10/2026 to 05/12/2026 Modified 11/22/2025

Digital Marketing Analytics introduces the concepts, tools, and techniques used to collect, analyze, and interpret digital marketing data to support effective decision-making. Students will learn how to evaluate online consumer behavior, measure campaign performance, and apply data-driven insights to improve digital marketing strategies. Emphasis will be placed on hands-on learning with freely available platforms, datasets, and open-access resources. No textbook purchase is required; all course materials will be provided at no cost through open educational resources (OER), instructor-created content, and publicly available tools. By the end of the course, students will be able to analyze any company's online presence and evaluate its digital marketing performance.

Description

The study of selected contemporary marketing topics of interest to faculty and students.

Requisites

Prerequisites:

Richards Col Upper Division RCUD

Corequisites:

Contact Information

Name: Jack Wei, Ph.D.

Office Location: Roy Richards Sr. Hall, 361

Phone: 678-839-5026.

Email: jwei@westga.edu

Online Office Hours: Monday-Friday, 9 a.m. to 1 p.m. and 7 pm to 10 pm, or by appointment. I will not be online on Sundays or holidays.

Communication Preference: I prefer you to contact me using your CourseDen email. If you cannot contact me using your email in CourseDen, you may use your UWG email address. I will attempt to respond to all emails within 24 hours. Please resend your email if you do not get my reply within 24 hours on weekdays.

Response Time: The assignments will be graded within three business days (Monday-Friday, 9 a.m. - 10 p.m.) from the submission deadline.

Meeting Times

This class is 100% online. There will be **three** virtual meetings on **Thursdays**, on Zoom. The virtual meetings are mandatory. Those who have to miss the meeting should watch the recordings and write reflections. The link to the scheduled meetings will be shared in the emails.

- **Virtual Meeting-1 will take place on Jan. 15, from 8:00 to 9:00 p.m.**
 - Course Introduction
 - Mid-term Project Introduction
- **Virtual Meeting-2 will take place on Feb. 19, from 8:00 to 9:00 p.m.**
 - Capstone Project Introduction
- **Virtual Meeting-3 will take place on April 16, from 8:00 to 9:00 pm.**
 - Q&A

Materials

No textbook is required. Students use free tools and materials that are up to date than current textbooks

Outcomes

Upon completing the course, the student should be able to:

1. **Explain** the fundamentals of digital marketing and the role of analytics in data-driven decision making.
2. **Analyze** online consumer behavior and **develop** customer journey maps to evaluate touchpoints across digital channels.
3. **Apply** website, search, and social media analytics techniques to assess digital performance.
4. **Identify and interpret** key performance indicators (KPIs) using digital dashboards to monitor marketing effectiveness.
5. **Use** Google Analytics 4 and alternative analytics tools to collect, track, and interpret digital data.
6. **Evaluate** paid media performance through PPC, SEO, display, and social advertising metrics.
7. **Measure and assess** content performance and audience engagement across platforms.
8. **Implement** attribution models to calculate ROI and optimize marketing investments.
9. **Create** data visualizations that communicate actionable insights for marketing strategy.
10. **Discuss and apply** ethical and privacy considerations in digital marketing analytics, including data protection and responsible use.

Evaluation

The assessment and grading system is intended to reflect student learning and performance.

- Weekly Topic Discussion (10X4%) 40%
- Mid-term Project 30%
- Capstone Project 30%

Total: 100%

Grading scale: A= 90-100%; B= 80-89.99%; C= 70-79.99%; D= 60-69.99%; F= below 60%.

Criteria

Grading Rubrics for Weekly Discussion Assignment:

A grade can be assigned according to the following evaluation criteria:

- Outstanding (90% and above): The reflection post was completed entirely and timely. Demonstrates exceptional preparation, deep insight, and excellent application of course/text knowledge. Ideas are consistently relevant, insightful, and show critical engagement with the materials. Writing is clear, well-structured, and polished; there are no errors or typos. Goes beyond description by offering thoughtful analysis, connections to broader concepts, and/or personal insights.
- Good (80-89%): The reflection post is submitted on time and complete. Reflects thorough preparation and good application of course/text knowledge. Most ideas are relevant and demonstrate solid understanding of the topic. Writing is generally clear, with fewer than five errors or typos. Includes some analysis and personal reflection, though not as consistently deep as "Outstanding."
- Adequate (70-79%): The reflection post is submitted on time but may lack depth or completeness. Reflects minimal preparation and partial application of course/text knowledge. Some ideas are relevant to the topic, but others may be vague, underdeveloped, or descriptive without analysis. Writing has fewer than ten errors or typos, though clarity may be inconsistent. Shows limited critical reflection or personal connection to the material.
- Poor (60-69%): The reflection post is submitted on time but is incomplete or superficial. Reflects weak preparation and little application of course/text knowledge. Few ideas are relevant to the topic, and analysis is missing or minimal. Writing contains frequent errors or typos, making comprehension difficult. Lacks critical reflection, originality, or connection to the learning objectives.
- Failing (Below 60%): The reflection post is late, missing, or largely incomplete. Shows no meaningful preparation or engagement with course/text knowledge. Ideas are irrelevant, off-topic, or absent. Writing is unclear, with pervasive errors or typos. No evidence of analysis, reflection, or connection to the assignment.

Breakdown

Grading Criteria for Mid-term & Capstone Projects:

Grading Rubric (Total: 30 points)

Section	Criteria	Points
Executive Summary	Clarity and accuracy of key findings	2
Introduction	Clear purpose and context	4
Data Description	Completeness and clarity of data explanation	4
Data Analysis & Visualizations	Accuracy, clarity, and insight of charts/tables	10
Findings & Discussion	Interpretation and critical thinking	6
Conclusion & Recommendations	Relevance and practicality	3
References	Proper citation and formatting	1
Total		30 points

Assignments

Weekly Discussion and Reflection (Individual, 40%)

Weekly Discussions and Reflections: Students are expected to carefully read the assigned articles or watch the selected videos that highlight case studies, recent marketing campaigns, or real-world industry examples. The goal is to connect these materials to the key concepts discussed in class. After engaging with the content, students will use Generative AI as a tool to help structure and refine their thoughts. Each student should compose a reflection of 100–200 words that demonstrates critical thinking, applies theoretical concepts to practice, and provides personal insights. The reflection should summarize the material and list at least **five important things** including the strategies used, their effectiveness, and lessons that can be applied in future professional or academic contexts. The total number of weekly discussion reflections is 11 but you can submit any 10 of them. Each reflection post is worth 4 points.

Mid-term Project (Individual/group, 30%)

Federal Website Analytics Report

This project is designed as an educational analytics project that helps students practice data interpretation, visualization, and reporting skills while learning to write a professional analysis report. This project offers a valuable opportunity for students to explore the role of digital analytics and key performance metrics in

non-profit organizations. By completing this assignment, students will gain a deeper understanding of how these organizations leverage data to measure impact and drive decision-making.

Students will explore publicly available web traffic data from analytics.usa.gov, which tracks site usage across federal government domains. The goal is to interpret real-time and historical trends, identify insights about user behavior, and present findings in a concise, professional report.

Objectives

- Understand key web analytics metrics (sessions, users, traffic sources, devices, etc.)
- Analyze trends and patterns in public web data
- Practice data storytelling and report writing
- Apply critical thinking to interpret digital engagement for public services

The report template has been provided, along with detailed instructions and the grading criteria to guide your work. **The project is due on March 8th.**

Capstone Project (Individual/group, 30%)

Capstone Project: Google Analytics 4 (GA4) Exploration & Analysis

Google Analytics 4 (GA4) is the most advanced and widely used digital analytics tool globally, providing businesses with in-depth insights into website performance, user behavior, and digital marketing effectiveness. As the next evolution of Google Analytics, GA4 incorporates powerful features like predictive analytics, event-based tracking, and cross-platform data integration, making it an essential tool for any organization looking to optimize their online presence.

The capstone project is one of the most valuable components of the course, as it provides students with a true experiential learning opportunity to apply and sharpen their analytical skills. The purpose of this project is to give students hands-on experience with GA4, equipping them with the skills needed to analyze and interpret digital data effectively. Students will engage with the GA4 demo account to explore real-world data, focusing on key metrics like website traffic, user engagement, and conversion rates. Throughout the project, students will apply core concepts of digital marketing analytics—such as audience segmentation, user acquisition channels, and behavior flow analysis—to generate actionable insights.

By the end of the project, students will not only gain practical experience in using GA4 but also develop the ability to make data-driven decisions, offering strategic recommendations for improving online marketing campaigns and enhancing user experience."

Rather than focusing on lengthy written assignments, the project emphasizes hands-on practice and real-world problem-solving in digital marketing analytics. The report template has been provided, along with detailed instructions and the grading criteria to guide your work.

The project is due on May 3rd.

Schedule

Week 1 (1.10-18)

- Syllabus Review; Intro to Course and Projects
- Watch videos and read articles
- Chapter 1: **What is Digital Marketing Analytics?**
- **Virtual meeting on 1/15 Thursday from 8:00-9:00 pm**
- Assignment: Self Introduction is due on 1/18

Week 2 (1.19-25)

- Chapter 2: **Consumer Journey & Digital Touchpoints**
- Discussion Topic 2: Customer journey mapping, key digital channels, and metrics.
- Required watch and readings: Guidelines for the Mid-term and Capstone projects
- Video-1: Customer journey mapping 101. [<https://youtu.be/2W13ext26kQ>]
- Video 2: What are touchpoints? Marketing Analytics for Beginners [https://www.youtube.com/watch?v=QilPLii0_r8&t=10s]
- **Discussion post-1 is due on 1/25**

Week 3 (1.26-2.1)

- Chapter 3: **Web Analytics Foundations**
- Discussion topic: Web analytics and metrics
- Required readings: Types of analytics and examples
- Article-1, *What is web analytics? 4-step process and examples* (<https://www.optimizely.com/optimization-glossary/web-analytics/>).
- Article-2 *What Are the Four Types of Analytics and How Do You Use Them?* <https://www.analytics8.com/blog/what-are-the-four-types-of-analytics-and-how-do-you-use-them/#:~:text=Analytics%20is%20a%20broad%20term,insights%20to%20drive%20business%20objectives>
- **Discussion post-2 is due on 2/1**

Week 4 (2.2-8)

- Chapter 4: **Search Analytics (SEO & SEM)**
- Discussion topic: Keyword research, search engine ranking, paid vs organic search.
- Video 1: SEO vs. SEM: What's the difference? Do you need both? https://www.youtube.com/watch?v=6jQdC8vCA_g&t=61s
- Video 2: Site Search Analytics in GA4. [https://youtu.be/EBdWH_LOZso]
- **Discussion post-3 is due on 2/8**

Week 5 (2.9-15)

- Chapter 5: **Social Media Analytics**

- Discussion Topic: Social engagement metrics (reach, impressions, sentiment, share of voice).
- **Article:** Social media analytics: The complete guide. (<https://sproutsocial.com/insights/social-media-analytics/>)
- **Video:** 7 Best Tools for Social Media Analytics (8.28m) (<https://www.youtube.com/watch?v=qMxT9O1WAFE>)
- **Discussion post-4 is due on 2/15**

Week 6 (2.16-22)

- Chapter 6: **Content Marketing & Engagement Analytics**
- Discussion topic: Measuring content effectiveness (time on page, engagement, virality).
- **Virtual Meeting on 2/19, Thursday from 8-9 pm**
- Required readings:
- **Article:** 6 Best Content Marketing Analytics Tools for SaaS Businesses (2025) (<https://www.factors.ai/blog/content-marketing-analytics-tools>)
- **Video:** How To Measure Content Engagement – Whiteboard Friday (8m) (<https://www.youtube.com/watch?v=y4VGXnwUXjg>)
- **Video:** Introduction to Engagement Rate | Marketing Analytics for Beginners | Part-12 (3.3m) (<https://www.youtube.com/watch?v=SCTblwADCo4>)
- **Discussion post-5 is due on 2/22**

Week 7 (2.23-3.1)

- Chapter 7: **Email Marketing Analytics**
- Discussion topic: Open rates, click-through rates, A/B testing, conversions.
- Required readings:
- **Article:** 22 Email Marketing Metrics to Measure Success (<https://www.litmus.com/blog/the-email-metrics-marketers-measure-and-the-ones-they-should>)
- **Article:** 19 Best Email Marketing Analytics Tools Reviewed for 2025 (<https://thecmo.com/tools/best-email-marketing-analytics-tools/>)
- **Video:** Email Marketing Analytics. [<https://youtu.be/tmVaBsgKMUs>]
- **Discussion post-6 is due on 3/1**

Week 8 (3.2-8)

- Topic: **Mid-term Project**
- **Mid-term project is due on 3/8**

Week 9 (3.9-15)

- Chapter 8: **Paid Advertising Analytics (PPC, Display, Programmatic)**
- Topic Discussion: Cost metrics (CPC, CPM, CPA, ROAS).
- Required readings:
- **Article 1:** What Is PPC? Learn the Basics of Pay-Per-Click (PPC) Marketing (<https://www.wordstream.com/ppc>)

- Article 2: PPC Analysis: Complete Guide to Performance Optimization 2025. (<https://improvado.io/blog/ppc-analysis>)
- Videos: What Is PPC? [<https://youtu.be/A37YIpTU9Z0>]
- **Discussion post-7 is due on 3/15**

Week 10 (3.16-22): **Spring Break No Classes!**

- Happy Break!

Week 11 (3.23-29)

- Chapter 9: **Mobile Marketing & App Analytics**
- Discussion Topic: In-app engagement, retention, churn, mobile attribution.
- Required readings:
- **Article-1:** Mobile Marketing Analytics. (<https://business.adobe.com/products/adobe-analytics/digital-analytics/mobile-analytics.html>)
- **Article-2:** Mobile Analytics: A Complete Guide to App Retention and Engagement. (<https://amplitude.com/guides/mobile-analytics>)
- **Video:** 7 App Marketing Strategies To Drive Installs & Lower CPIs in 2025. (<https://www.youtube.com/watch?v=m3DfllqlybE>)
- **Discussion post-8 is due on 3/29**

Week 12 (3.30-4.5)

- Chapter 10: **Attribution Models & Conversion Funnels**
- Discussion topic: Last-click vs multi-touch attribution, funnel drop-offs.
- Required readings & Videos:
- **Article-1:** Marketing attribution explained. (<https://business.adobe.com/blog/basics/marketing-attribution>)
- **Article-2:** Why marketing attribution models aren't enough. (<https://funnel.io/blog/marketing-attribution-models>)
- **Video 1:** What Is Attribution Modeling? A Quick Explainer for Marketers [<https://youtu.be/BfnJwYuFWVM>]
- **Video-2:** Measurement vs. Attribution in Digital Marketing [<https://youtu.be/R8m1ljTwUo8>]
- **Discussion post-9 is due on 4/5**

Week 13 (4.6-12)

- Chapter 11: **Predictive Analytics & Marketing Forecasting**
- Discussion topic: Predictive modeling, customer lifetime value (CLV), churn prediction.
- Required readings:
- **Article-1:** How Predictive Analytics is Shaping the Future of Marketing. (<https://online.champlain.edu/blog/how-predictive-analytics-is-shaping-the-future-of-marketing>)
- **Article 2:** The Predictive Analytics Models Marketing Leaders Should Know. (<https://www.cmswire.com/digital-marketing/the-predictive-analytics-models-marketing-leaders->

[should-know/](#))

- **Video:** What is predictive analytics? Transforming data into future insights. [https://youtu.be/cVibCHRSxB0]
- **Discussion post-10 is due on 4/12**

Week 14 (4.13-19)

- Chapter 12: **Ethics, Privacy & Data Regulation in Marketing**
- Discussion topic: Personalization Vs. Privacy
- Assignment: Write a post on how to balance personalization vs privacy.
- Required readings:
- Article -1: Marketing data privacy and compliance: best practices in 2025, <https://usercentrics.com/guides/privacy-led-marketing/>
- Article-2: What Data Privacy Laws Mean for Your Digital Marketing Campaigns (& How to Comply Without Sacrificing Results), <https://www.goinflow.com/blog/marketing-data-privacy/>
- **Virtual Meeting on 4/16 Thursday from 8-9 pm.**
- **Discussion post-11 is due on 4/19**

Week 15 (4.20-26)

- **Capstone Project: Google Analytics 4 (GA4) Exploration & Analysis**
- Discussion: GA4 Demo Account and Data Analysis
- Watch Videos:
- **Video-1:** Google Analytics 4 (GA4) 2025 For Beginners (64m) [https://youtu.be/mKu6FI53BxE]
- **Video 2:** Demo Account in Google Analytics. [https://youtu.be/h9bqUZP6AB0]

Week 16 (4.27-5.3)

- Capstone Project Data Analysis and Report Writing
- **Capstone Project is due on 5/3**

Week 17 (5.4-10)

- **Class ends on 5/4**
- Final Exam 5/6-12
- Course Evaluation is due on 5/4

Week 18 (5.11-18)

- **Final Exams 5/6-12**
- **Commencement is on 5/15 or 5/16**
- **Grades are due on 5/18**



Attendance Policy

Expectations for Attendance

Attendance at virtual meetings is required and considered an essential part of your participation in the course. Each meeting is designed to build on previous discussions and contribute directly to your learning and team progress. Missing any of these meetings affects your final grade. If you are absent once, you will lose 3 points from your overall grade. A second absence will result in a deduction of 4 additional points, and a third absence will lead to a loss of 5 more points. Accumulating three absences will automatically cap your final grade at a C, regardless of other performance indicators. Please make every effort to attend all scheduled meetings. If an unavoidable circumstance arises, please communicate with me as soon as possible.

Generative Artificial Intelligence Course Policy

The University of West Georgia (UWG) expects responsible and ethical use of Generative Artificial Intelligence (Gen AI) in student coursework. At the UWG, the instructor decides whether to permit or deny the use of Gen AI tools based on the needs and requirements of the different academic disciplines. Students are responsible for reviewing the Gen AI guidelines in the syllabus and contacting the instructor for specific guidance.

Generative Artificial Intelligence (Gen AI) is permitted in this course.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged; failure to do so could constitute plagiarism. Gen AI output must be supported, documented, and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt> (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

MLA: <https://style.mla.org/citing-generative-ai/> (<https://style.mla.org/citing-generative-ai/>), and per faculty guidelines.

College/School Policies

About the Richards College of Business

Mission

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

Vision

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

Strategic Goals and Values

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

- *Student Academic Success*: Develop an environment that promotes improved student retention and progression toward graduation
- *Inclusive Community*: Maintain and enhance a culture where all students, faculty and staff feel valued, connected, and engaged
- *Global Engagement*: Expand the Richards College of Business' international participation by developing programs and partnerships that engage faculty and students in the global business community
- *Thought Leadership*: Provide thought leadership through intellectual contributions and professional practice that is consistent with our mission and vision and raises the institutional visibility and reputation
- *External Engagement*: Increase external funding from private donations, grants, and/or contracts to help support student, faculty, and staff success

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!

Institutional Policies

Academic Support

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

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

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tqueryId=c5732703c344b2107db3b2459901316d) (https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tqueryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base](https://uwgonline.service-now.com/kb/) (<https://uwgonline.service-now.com/kb/>).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF) (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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>).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\)](https://www.westga.edu/its/sits/index.php) (<https://www.westga.edu/its/sits/index.php>) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds](https://www.westga.edu/ombuds/) (<https://www.westga.edu/ombuds/>) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity](https://www.westga.edu/administration/president/title-nine/index.php). (<https://www.westga.edu/administration/president/title-nine/index.php>).

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php) (https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

Additional Items

Addendum II

Elementary Education, M.Ed.

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

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

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

Program Name

Program Description

Program Name* Elementary Education, M.Ed.

Program ID - DO NOT EDIT* 4801

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* A master's degree in Elementary Education can be achieved by completing an innovative program designed to promote research-based practices that ensure that all students can and do learn. The program consists of a minimum of 30 hours of course work. This degree does not lead to initial certification in Elementary Education.

In addition to the requirement for regular admission, the following requirements apply for applicants to the M.Ed. degree in Elementary Education:

Applicants must have an undergraduate degree in Early Childhood or Elementary Education and be eligible for an Elementary Education clear and renewable certificate or possess a renewable professional certificate in Elementary Education with a minimum overall 2.7 GPA.

Courses include 6 hours in professional studies, 3 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Required Courses: (6 Hours)

CURR 6575 Curriculum Trends and Issues
ECSE 7500 Diverse Classrooms in Global Society
ECED 6249 Seminar For P-5 Teachers

Professional Specialization: (15 Hours)

(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)

[Before]Area 1

ECED 7259 Investigating Methods and Materials in Mathematics

[Right] 5

[Right] or

ECSE 7275 STEM Mathematics for Social Justice

[Right] or

[After] Other Advisor Approved Course

[Before]Area 2

ECED 7260 Investigating Methods and Materials in Science

[Right] 5

[Right] or

ECSE 7276 STEM Investigations through Ecojustice

[Right] or

[After] Other Advisor Approved Course

[Before]Area 3

ECED 7262 Investigating Language Arts

[Right] 5

[Right] or

ECSE 7564 Content Area Literacy Instruct

[Right] or

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

[Right] or

READ 7229 TESOL: Cultural and Linguistic

READ 7259 TESOL: Cultural and Linguistic Diversity in the Classroom

[Before]

Area 4

ECED 7264 Investigating Social Studies Methods

[Right] 5

[Before]Area 5

ECED 7265 Parent Education for Teachers and Child Care Workers

[Right] or

ECED 7266 The Young Child: Home and Community

[Right] or

ECED 7273 Family/Community Involvement for School Improvement

Research/Assessment: 3 Hours

(Choose one course from the entries below)

EDRS 6301 Introduction to Research in the Human Sciences

[Right] or

EDRS 6342 School and Classroom Assessment

Related Studies/Electives: 6 Hours

(Choose two courses from the entries below)

[Before]Area 1

ECED 7267 Teaching Creative Arts

[Right] or

READ 7201 Teacher as Language and Literacy Leader

[Right] or

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

[Right] or

ECSE 7274 Introduction to Community-Based STEM Education

[Right] or

SLPA 7720 Language Disorders and Literacy

[Before]Area 2

-
-
**ECED 7272 Classroom Management Early
Grades (P-5)**

**[Right] or
ECSE 7277 Designing Community-Based STEM
Education
[Right] or**

**SPED 6500 Dyslexia: Methods and Instructional
Strategies**

**[Right] or
READ 7241 TESOL: Methods, Materials, and
Assessment through Clinical Experience**

**[Right] or
READ 7271 Theoretical and Pedagogical
Approaches to Language and Literacy
Instruction**

**[Before]Area 3
ECSE 7560 Contemporary Issues in Education
[Before]Area 4
[After] Other courses as approved by advisor**

Program Notes:

- 1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate or possession of a valid Early Childhood Education or Elementary clear and renewable certificate.**
- 2. CURR 6575, ECSE 7500, and ECED 6249 are required courses and may not be substituted.**
- 3. ECED 6249 must be taken within the last two semesters before completion of the program.**
- 4. Students may start work towards an endorsement or certification with their electives, but will not be able to finish it within this degree program.**
- 5. Per Department policy, and in accordance with the Graduate Handbook, graduate students are allowed to take up to six credit hours in the Fall and Spring semesters and up to nine credit hours in Summer. <https://catalog.westga.edu/content.php?catoid=8&navoid=440#graduate-course-loads>**
- 6. Students must follow their approved program of study and contact their advisor prior to any substitutions, changes, or deletions.**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* We are adding existing courses to the program curriculum to support CPoS regarding federal financial aid compliance. These course options were previously approved through Wolf Watch petitions. Building these course options into Wolf Watch will avoid petitions and notification to students that courses are not aid eligible.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

**MASTER OF EDUCATION
ELEMENTARY EDUCATION
PROGRAM OF STUDY**

Name: _____

ID#: 917 _____

	HRS	SEMESTER	TRF/SUB
Required Courses	6 hrs		
CURR 6575 Curriculum Trends and Issues	3		
ECSE 7500 Diverse Classrooms in a Global Society	3		
ECED 6249 Seminar for P-5 Teachers	0		
Professional Specialization <i>(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor.)</i>	15 hrs		
1. ECED 7259 Investigating Methods & Materials in Mathematics or ECSE 7275 STEM Math for Social Justice or other advisor approved course	3		
2. ECED 7260 Investigating Methods & Materials in Science or ECSE 7276 STEM Invest thru Ecojustice or other advisor approved course	3		
3. ECED 7262 Investigating the Language Arts or ECSE 7564 Content Area Literacy Instruction or READ 7263 Comprehensive Language and Literacy Assessments and Interventions or READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom	3		
4. ECED 7264 Investigating Social Studies Methods ^s	3		
5. ECED 7265 Parent Ed for Teachers & Child Care Workers or ECED 7266 The Young Child: Home & Community or ECED 7273 Family/Community Involvement for School Improvement	3		
Research/Assessment <i>(Choose one course from the entries below.)</i>	3 hrs		
1. EDRS 6301 Research in Education or EDRS 6342 School and Classroom Assessment	3		
Related Studies/Electives <i>(Choose two courses from the entries below.)</i>	6 hrs		
1. ECED 7267 Teaching Creative Arts or READ 7201 Teacher as Language and Literacy Leader or READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition or ECSE 7274 Introduction to Community-Based STEM Education or SLPA 7720 Language Disorders and Literacy	3		

2. ECED 7272 Classroom Management for Early Grades (P-5) or ECSE 7277 Designing Community-based STEM Education or SPED 6500 Dyslexia: Methods and Instructional Strategies or READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience or READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction	3		
3. ECSE 7560 Contemporary Issues in Education or	3		
4. Other courses as approved by advisor			

Program Notes:

1. Admission to this program requires a Bachelor’s degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate **or** possession of a valid Early Childhood Education or Elementary clear and renewable certificate.
2. CURR 6575, ECSE 7500, and ECED 6249 are required courses and may not be substituted.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. Students may start work towards an endorsement or certification with their electives, but will not be able to finish it within this degree program.
5. Per Department policy, and in accordance with the Graduate Handbook, graduate students are allowed to take up to six credit hours in the Fall and Spring semesters and up to nine credit hours in Summer. <https://catalog.westga.edu/content.php?catoid=8&navoid=440#graduate-course-loads>
6. Students must follow their approved program of study and contact their advisor prior to any substitutions, changes, or deletions.

Post-Baccalaureate Certificate in Online Teaching

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

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

Is this a College of Education Program? Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program Program Shared Core

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

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

Program Name
Program Description

Program Name* Post-Baccalaureate Certificate in Online Teaching

Program ID - DO NOT EDIT* 4862

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Graduate Certificate

Program Description* The Certificate in Online Teaching prepares individuals to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. Coursework focuses on the design, development, facilitation, and evaluation of high-quality asynchronous online instruction. Students apply instructional design models, Universal Design for Learning, and best practices in online course design to create accessible, interactive, and well-aligned learning experiences. Emphasis is placed on mapping learning outcomes, developing assessments, selecting instructional materials, and organizing clear course navigation within a learning management system. The Certificate in Online Teaching will be beneficial to P-12 educators, higher education faculty, instructional designers, and administrators seeking to improve online and distance education practices. The Certificate in Online Teaching is aligned to the Online Teaching Endorsement standards of the Georgia Professional Standards Commission.

Status* Active-Visible Inactive-Hidden

Program Location* Online

Curriculum Information

Pre-requisite Course (3 hours)

Pre-requisite (Choose one course)

**MEDT 7461 Instructional Design in K-12
Environments**

**MEDT 7464 Designing Technology Enhanced
Instruction**

Online Teaching Certificate Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

MEDT 7489 Asynchronous Online Course Design

**[Right] (Prerequisites: MEDT 7461 or 7464; and MEDT
7472)**

**MEDT 7491 Implementation, Assessment, and
Evaluation of Online Learning**

**[Right] (Prerequisite: MEDT 7489; not offered in
Summer)**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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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* 6 Offered through the Department of Educational Technology and Foundations, the Post-Baccalaureate Certificate in Online Teaching (OTC) serves two primary audiences:

(1) P-12 educator audiences; and

(2) broader audiences outside of P-12 (e.g., postsecondary faculty, instructional design professionals, human resources professionals, etc.).

Candidates holding a level four (4) or higher renewable professional certificate with the Georgia Professional Standards Commission (GaPSC) who successfully complete the Online Teaching Certificate will be eligible for adding the Online Teaching Endorsement to their GaPSC credential. The OTC is aligned to the GaPSC's Online Teaching Endorsement standards.

This proposal reflects improvements that program faculty have enacted to keep pace with changes in the field of online teaching and learning over the past 5-6 years.

In the proposed revision to this graduate program, candidates will still be advised to take the course pre-requisite of MEDT 7464 or MEDT 7461 for an introduction to instructional design, as they will need to have met this by the time they enroll in MEDT 7489 (see below).

The first OTC course will be MEDT 7472: Introduction to Online Learning, which offers an introduction to the principles, practices, and issues involved in online teaching and learning. Changes to this existing course have been proposed via Curriculog in 2026-2027 to make it less intensive in terms of online course design and broader in offering a survey of principles, practices, and issues.

The second OTC course will be MEDT 7489: Asynchronous Online Course design. In this course, candidates will engage in in-depth online design of high-quality asynchronous online instruction using instructional design models, Universal Design for Learning, and best practices in online course design. For this reason, this course will have pre-requisites that ensure some instructional design experience (Pre-requisite: MEDT 7464 or MEDT 7461) and some basic knowledge of the field of online learning (Pre-requisite: MEDT 7472). This new course has been proposed via Curriculog in 2026-2027.

The third and final OTC course will be MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning. Through this course, candidates will facilitate their designed instruction, and they will assess learning and evaluate impact for improving the design for future use. This course will require the pre-requisite of MEDT 7489, as candidates will need to have a strong background in online course design. MEDT 7491 is an existing course, and it has been proposed to be slightly modified in Curriculog in 2026-2027 to remove an irrelevant statement from the course description.

In the proposed changes to the program, program faculty have updated the Catalog Description (to reflect course changes), and the Program Learning Outcomes (PLOs/SLOs). We have attached an updated Program Sheet, Curriculum Map (including PLOs/SLOs), and the Assessment Map (including PLOs/SLOs).

For reference, here is the previous OTC proposal:
<https://westga.curriculog.com/proposal:1952/form>

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

- 1) Apply theoretical and legal frameworks of online learning.
- 2) Design and develop quality online content.
- 3) Implement, assess, and evaluate online learning.

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Post-Baccalaureate (Post-Bac) Online Teaching Certificate

Student Learning Outcome	UWG Strategic Plan Connection	Measure/Method	Success Criterion	AY2 6	AY2 7	AY2 8
SLO 1: Apply theoretical and legal frameworks of online learning.	2A1, 2A2, 2A3	1. How data will be collected: Candidates are required to submit a project entitled Redesigning learning experiences with UDL in mind (MEDT 7472). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. This assessment is 1 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the	80% or more students at 2.0 or higher on all rubric criteria.			
SLO 2: Design and develop quality online content.	2A1, 2A2, 2A3	1. How data will be collected: Candidates are required to submit into CourseDen their Instructional Design Plan (MEDT 7489). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. This assessment is 1 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the	80% or more students at 2.0 or higher on all rubric criteria.			
SLO 3: Implement, assess, and evaluate online learning.	2A1, 2A2, 2A3	1. How data will be collected: Candidates are required to submit into CourseDen their Online Course Evaluation (MEDT 7491). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester throughout the program. This assessment is 1 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the	80% or more students at 2.0 or higher on all rubric criteria.			

AY2 9	Interpretation & Use of Results	Improvement Plan

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Educational Technology & Foundations		PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Online Teaching Certificate	COURSES	Apply theoretical and legal frameworks of online learning.	Design and develop quality online content.	Implement, assess, and evaluate online learning.
		1	MEDT 7461 or MEDT 7464 (Pre-requisite)	I	
		2	MEDT 7472	I, R, A	I
		3	MEDT 7489 (Pre-requisite: MEDT 7461 or MEDT 7464; and MEDT 7472)	R, M	I, 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 7491 (Pre-requisite: MEDT 7489)	R	R, M, A
		5			
		6			
		7			
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8			
		9			
		10			
		11			
		12			
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13			
		14			
		15			
		16			
		17			
		18			
		19			
**Please note: All assessment data may not be collected directly within a course. This step is only		20			

to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	21				
	22				

CURRENT

University of West Georgia
Program: Online Teaching Certificate (12 hours)

Entry Degree: Bachelor's or Higher		Exit Degree: No change	
Student Name:		Student 917#:	
Student Email:		Student Phone:	
Student Professional Role (put "n/a" if not applicable):		Advisor Name:	

Online Teaching Certificate (12 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Prerequisite (3 hours)				
MEDT 7461	Instructional Design	3		
MEDT 7464	Designing Technology Enhanced Instruction	3		
Online Teaching Certificate Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning (Prerequisite: MEDT 7472)	3		

Notes:

1. The Online Teaching Certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. (Students holding a clear, renewable teaching certificate in Georgia should consider the Online Teaching Endorsement instead).
2. The Online Teaching Certificate courses include prerequisite and corequisite requirements.
3. The course MEDT 7491 is not offered in summer semesters.
4. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.
5. Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up your Program Sheet (this document). You should maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet.
6. **Update:**
 - Prerequisite for MEDT 7492: MEDT 7472 (Apr. 12, 2022)

PROPOSED

University of West Georgia

Program: Online Teaching Certificate (12 hours)

Entry Degree: Bachelor's or Higher		Exit Degree: No change	
Entry Certification for Georgia Educators: Level 4 or higher Five-Year Induction Certificate, Professional Certificate or Permit		Exit: Online Teaching Endorsement added to the GaPSC certificate of eligible students.	
Student Name:	Student 917#:		
Student Email:	Student Phone:		
Student Professional Role (put "n/a" if not applicable):	Advisor Name:		

Online Teaching Certificate (12 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Prerequisite (3 hours)				
MEDT 7461	Instructional Design	3		
MEDT 7464	Designing Technology Enhanced Instruction	3		
Online Teaching Certificate Courses (9 hours)				
MEDT 7472	Introduction to Online Education	3		
MEDT 7489	Asynchronous Online Course Design <i>Prerequisites: MEDT 7461 or 7464; and MEDT 7472</i>	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning <i>MEDT 7491 is not offered in summer.</i> <i>Prerequisite: MEDT 7489</i>	3		

- Notes:**
- The Online Teaching Certificate courses include prerequisite requirements. Before undertaking this certificate program, you should carefully map out your prerequisites and course order, as you will need at least 3 semesters to complete this program.
 - When you register for MEDT 7472, be sure you have already taken--or will take concurrently with MEDT 7472--either MEDT 7461 or MEDT 7464.
 - The Online Teaching Certificate serves two audiences:
 - Students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies; and
 - Students holding a Five-Year Induction certificate, Professional certificate or Permit in Georgia.
 - The Online Teaching Endorsement is a program approved by the Georgia Professional Standards Commission (GaPSC) with the purpose of preparing students to teach classes in an online environment (Rule 505-3-.95).
 - The course MEDT 7491 is not offered in summer semesters.
 - Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.
 - Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up your Program Sheet (this document). You should maintain and update your program sheet regularly and ask your academic advisor for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns and attach an up-to-date copy of your program sheet.

EDLE - 6391 - Strategic Communication, Collaboration, and Coaching in Educational Leadership

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course belong solely to the Graduate School? *
 Yes No

Course Information

Course Prefix*

EDLE

Course Number* 6391

Course Title* Strategic Communication, Collaboration, and Coaching in Educational Leadership

Course Type*

Educational Leadership

Catalog Course Description* This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence, organizational coherence, and capacity building, candidates learn to use communication as a strategic tool to build shared understanding, align stakeholders to vision and goals, and sustain trust during change initiatives. Through applied learning experiences, candidates practice facilitating collaborative teams, leading coaching conversations, and using data to guide reflective dialogue and decision-making. Coaching is positioned as a strategic leadership approach, distinct from supervision or evaluation, that supports collective efficacy, professional growth, and sustainable improvement, while engaging candidates in authentic leadership scenarios requiring ethical decision-making, cultural responsiveness, and strategic thinking.

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

Is this a variable credit hour course? *
 Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of 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?

3

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

This course prepares Strategic Leadership candidates to use communication, collaboration, and coaching as levers for improvement across schools and districts. Emphasizing leadership influence and capacity building, candidates practice aligning stakeholders to vision, leading coaching conversations, and using data to guide reflective dialogue. Coaching is framed as a strategic, ethical approach that builds trust, collective efficacy, and sustainable improvement.

Student Learning Outcomes*

Students will...


Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);

Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being).

Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibility (GELS 5: School Culture);

Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement)

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* 500

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.



EDLE 6391 Strategic Communication, Collaboration, and Coaching in Educational Leadership

*Course Information

Course Description

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence, organizational coherence, and capacity building, candidates learn to use communication as a strategic tool to build shared understanding, align stakeholders to vision and goals, and sustain trust during change initiatives. Through applied learning experiences, candidates practice facilitating collaborative teams, leading coaching conversations, and using data to guide reflective dialogue and decision-making. Coaching is positioned as a strategic leadership approach, distinct from supervision or evaluation, that supports collective efficacy, professional growth, and sustainable improvement, while engaging candidates in authentic leadership scenarios requiring ethical decision-making, cultural responsiveness, and strategic thinking.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);
2. Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being).
3. Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibly (GELS 5: School Culture);
4. Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement)

[Common Language for Course Syllabi](#)

EDLE - 6392 - Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course belong solely to the Graduate School? *
 Yes No

Course Information

Course Prefix*

EDLE

Course Number* 6392

Course Title* Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture

Course Type*

Educational Leadership

Catalog Course Description* This course, situated within the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead the creation, sustainability, and continuous improvement of safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to learning, workforce stability, and system effectiveness, candidates examine how strategic leaders intentionally shape school culture, align safety initiatives to mission and vision, and build coherent systems that address physical, social, emotional, and psychological well-being. Through applied learning experiences, candidates analyze school climate and safety data, design strategic safety and well-being action plans, and practice leading complex, high-stakes conversations related to behavior, crisis response, and mental health. The course positions safety and well-being not as compliance tasks but as strategic levers for capacity building, ethical leadership, and sustainable improvement across schools and districts.

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

Is this a variable credit hour course? *
 Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

This course, embedded in the new M.Ed. in Educational Leadership Strategic Leadership track, prepares candidates to lead safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to learning and workforce stability, candidates align culture, data, and systems to mission and vision, design strategic action plans, and lead high-stakes conversations. Safety and well-being are framed as strategic levers for ethical leadership, capacity building, and sustainable improvement.

Student Learning Outcomes*

Students will...

Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);


Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being);

Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibility (GELS 5: School Culture);

Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement);

Use data and reflective processes to monitor, evaluate, and improve safety and well-being initiatives. (GELS 10: Continuous Improvement).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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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* 500

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

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

Fee Justification

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EDLE 6392 Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture

*Course Information

Course Description

This course, situated within the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead the creation, sustainability, and continuous improvement of safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to learning, workforce stability, and system effectiveness, candidates examine how strategic leaders intentionally shape school culture, align safety initiatives to mission and vision, and build coherent systems that address physical, social, emotional, and psychological well-being. Through applied learning experiences, candidates analyze school climate and safety data, design strategic safety and well-being action plans, and practice leading complex, high-stakes conversations related to behavior, crisis response, and mental health. The course positions safety and well-being not as compliance tasks but as strategic levers for capacity building, ethical leadership, and sustainable improvement across schools and districts.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);
2. Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being);
3. Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibility (GELS 5: School Culture);
4. Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement);
5. Use data and reflective processes to monitor, evaluate, and improve safety and well-being initiatives. (GELS 10: Continuous Improvement).

[Common Language for Course Syllabi](#)

EDLE - 6393 - Leading Impactful Change and Strategic Improvement

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an Yes No

Is this a College of Education course?* Yes No

academic department? *

Does this course belong solely to the Graduate School? * Yes No

Course Information

Course Prefix*

Course Number* 6393

Course Title* Leading Impactful Change and Strategic Improvement

Course Type*

Catalog Course Description* This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead meaningful and sustainable change through systems thinking, data-driven decision-making, and program evaluation. Emphasizing the role of strategic leaders in aligning initiatives to mission, vision, and district priorities, candidates learn to analyze schools as interconnected systems, identify root causes of performance challenges, and evaluate the effectiveness of programs and improvement efforts using multiple data sources. Through applied learning experiences, candidates conduct needs assessments, engage in program evaluation, analyze instructional and organizational impact, and develop strategic improvement recommendations. The course emphasizes the leadership behaviors required to manage complex change, align resources and initiatives, navigate resistance, and build collective ownership for continuous improvement while maintaining ethical responsibility and a clear focus on student success.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

This course, embedded in the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead sustainable change through systems thinking, data-informed decision-making, and program evaluation. Candidates analyze schools as interconnected systems, evaluate initiatives using multiple data sources, and develop strategic improvement recommendations. The course emphasizes ethical leadership, initiative alignment, and collective ownership for continuous improvement focused on student success.

Student Learning Outcomes*

Students will...

Align improvement efforts and program evaluation to shared mission, vision, and core values (GELS 1: Building a Vision);


Evaluate instructional programs and initiatives to ensure coherence, rigor, and impact on student learning (GELS 4: Curriculum and Instruction);

Assess the effectiveness of professional learning and build organizational capacity for improvement (GELS 6: Professional Development);

Analyze organizational structures, resource allocation, and operational systems to support improvement efforts (GELS 9: School Operations);

Lead systematic, data-driven improvement processes using systems thinking and program evaluation (GELS 10: Continuous Improvement).

REQUIRED ATTACHMENTS

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1.) Syllabus

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Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 500

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

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

Fee Justification

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EDLE 6393 Leading Impactful Change and Strategic Improvement

*Course Information

Course Description

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead meaningful and sustainable change through systems thinking, data-driven decision-making, and program evaluation. Emphasizing the role of strategic leaders in aligning initiatives to mission, vision, and district priorities, candidates learn to analyze schools as interconnected systems, identify root causes of performance challenges, and evaluate the effectiveness of programs and improvement efforts using multiple data sources. Through applied learning experiences, candidates conduct needs assessments, engage in program evaluation, analyze instructional and organizational impact, and develop strategic improvement recommendations. The course emphasizes the leadership behaviors required to manage complex change, align resources and initiatives, navigate resistance, and build collective ownership for continuous improvement while maintaining ethical responsibility and a clear focus on student success.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Align improvement efforts and program evaluation to shared mission, vision, and core values (GELS 1: Building a Vision);
2. Evaluate instructional programs and initiatives to ensure coherence, rigor, and impact on student learning (GELS 4: Curriculum and Instruction);
3. Assess the effectiveness of professional learning and build organizational capacity for improvement (GELS 6: Professional Development);
4. Analyze organizational structures, resource allocation, and operational systems to support improvement efforts (GELS 9: School Operations);

5. Lead systematic, data-driven improvement processes using systems thinking and program evaluation (GELS 10: Continuous Improvement).

[Common Language for Course Syllabi](#)

EDLE - 6394 - Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course belong solely to the Graduate School? *
 Yes No

Course Information

Course Prefix*

EDLE

Course Number* 6394

Course Title* Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth

Course Type*

Educational Leadership

Catalog Course Description* This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness, resilience, and long-term organizational impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates examine how leadership identity, values, and behaviors influence decision-making, relationships, and school culture. Through research-based frameworks and applied learning experiences, candidates engage in structured self-assessment, reflection, and goal-setting to develop personalized leadership growth plans aligned to organizational priorities. The course positions leader well-being not as an individual concern, but as a strategic leadership responsibility that models healthy practices, strengthens staff morale, supports ethical decision-making, and contributes to sustainable improvement across schools and districts.

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

Is this a variable credit hour course? *
 Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum 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?

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

This course, embedded in the Strategic Leadership track of the new M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness and long-term impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates develop reflective leadership growth plans aligned to organizational priorities. Leader well-being is positioned as a strategic responsibility that strengthens culture, ethical decision-making, and sustainable improvement across schools and districts.

Student Learning Outcomes*

Students will...

Demonstrate self-reflection, integrity, and ethical decision-making grounded in professional norms (GELS 2: Ethical Conduct);


Model behaviors that promote trust, well-being, and positive relationships within the school community (GELS 5: School Culture);

Engage in continuous personal and professional growth while supporting the development of others (GELS 6: Professional Development);

Contribute to healthy professional communities through reflective practice, empathy, and collaborative leadership (GELS 7: Professional Community);

Apply reflective processes to improve leadership practice and sustain long-term effectiveness (GELS 10: Continuous Improvement).

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* 500

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

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

Fee Justification

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

EDLE 6394 Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth

*Course Information

Course Description

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness, resilience, and long-term organizational impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates examine how leadership identity, values, and behaviors influence decision-making, relationships, and school culture. Through research-based frameworks and applied learning experiences, candidates engage in structured self-assessment, reflection, and goal-setting to develop personalized leadership growth plans aligned to organizational priorities. The course positions leader well-being not as an individual concern, but as a strategic leadership responsibility that models healthy practices, strengthens staff morale, supports ethical decision-making, and contributes to sustainable improvement across schools and districts.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate self-reflection, integrity, and ethical decision-making grounded in professional norms (GELS 2: Ethical Conduct);
2. Model behaviors that promote trust, well-being, and positive relationships within the school community (GELS 5: School Culture);
3. Engage in continuous personal and professional growth while supporting the development of others (GELS 6: Professional Development);
4. Contribute to healthy professional communities through reflective practice, empathy, and collaborative leadership (GELS 7: Professional Community);
5. Apply reflective processes to improve leadership practice and sustain long-term effectiveness (GELS 10: Continuous Improvement).

[Common Language for Course Syllabi](#)

EDLE - 7600 - Foundations of Teacher Leadership and Distributed Leadership

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course belong solely to the Graduate School? *
 Yes No

Course Information

Course Prefix*

Course Number* 7600

Course Title* Foundations of Teacher Leadership and Distributed Leadership

Course Type*

Catalog Course Description* This course introduces candidates to the theoretical foundations and practical applications of teacher leadership within distributed and shared leadership models. Emphasis is placed on leadership identity development, ethical responsibility, and the evolving roles teacher leaders play in fostering collaborative and high-functioning schools. Candidates examine established teacher leadership frameworks and explore pathways such as instructional coaching, department leadership, and PLC facilitation. Through analysis of organizational leadership models and research on teacher influence, candidates develop the capacity to contribute meaningfully to decision-making structures that support instructional improvement and school effectiveness.

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

Is this a variable credit hour course? *
 Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum 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?

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This course is developed to support teacher retention and leadership sustainability in Georgia by providing experienced educators with structured opportunities to lead without leaving the classroom. As Georgia schools face ongoing challenges related to retaining high-quality teachers, research shows that teachers are more likely to remain in the profession when they experience professional agency, leadership voice, and meaningful collaboration. Grounded in distributed and shared leadership models, the course develops leadership identity, ethical responsibility, and collaborative influence while preparing candidates for roles such as instructional coach, department leader, and PLC facilitator. By examining teacher leadership frameworks and organizational leadership models, candidates build the capacity to contribute to shared decision-making and instructional improvement, strengthening school culture and effectiveness while creating viable leadership pathways that support long-term teacher engagement and retention.

Student Learning Outcomes*

- Students will:
1. Analyze distributed leadership structures to support collaborative school cultures and shared responsibility for improvement (Program Standard 2)
 2. Apply research on teacher leadership and organizational culture to decision-making structures (Program Standard 6)
 3. Identify teacher leadership roles that support collaboration and school improvement (Program Standard 7)

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* 500

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

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

Fee Justification

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

EDLE 7600 Foundations of Teacher Leadership and Distributed Leadership

*Course Information

Course Description

This course introduces candidates to the theoretical foundations and practical applications of teacher leadership within distributed and shared leadership models. Emphasis is placed on leadership identity development, ethical responsibility, and the evolving roles teacher leaders play in fostering collaborative and high-functioning schools. Candidates examine established teacher leadership frameworks and explore pathways such as instructional coaching, department leadership, and PLC facilitation. Through analysis of organizational leadership models and research on teacher influence, candidates develop the capacity to contribute meaningfully to decision-making structures that support instructional improvement and school effectiveness.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Analyze distributed leadership structures to support collaborative school cultures and shared responsibility for improvement (Program Standard 2)
2. Apply research on teacher leadership and organizational culture to decision-making structures (Program Standard 6)
3. Identify teacher leadership roles that support collaboration and school improvement (Program Standard 7)

[Common Language for Course Syllabi](#)

EDLE - 7700 - Instructional Coaching and Mentoring for Teacher Leaders

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course
belong solely to the
Graduate School?*

Yes No

Course Information

Course Prefix*

Course Number* 7700

Course Title* Instructional Coaching and Mentoring for Teacher Leaders

Course Type*

Catalog Course Description* This course prepares teacher leaders to serve as instructional coaches and mentors who support continuous improvement in teaching and learning. Candidates examine coaching and mentoring models grounded in adult learning theory and practice skills related to observation, feedback, reflective dialogue, and instructional support. Candidates engage in applied coaching cycles designed to strengthen instructional practice, build professional trust, and support teacher growth across career stages.

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

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


Justification and Assessment

What is the rationale for adding this course?* This course is developed to strengthen teacher retention and instructional capacity in Georgia by preparing teacher leaders to serve as instructional coaches and mentors who support professional growth without requiring teachers to exit the classroom. As schools seek sustainable approaches to improving teaching and learning, instructional coaching has emerged as a high-impact strategy for building teacher confidence, efficacy, and long-term commitment to the profession. Grounded in adult learning theory, the course equips candidates with research-based coaching and mentoring models and practical skills in observation, feedback, reflective dialogue, and instructional support, with particular emphasis on culturally responsive and equitable practices. Through applied coaching cycles, candidates learn to build professional trust, support teachers across career stages, and contribute to continuous instructional improvement, key conditions for improving teacher satisfaction, effectiveness, and retention.

Student Learning Outcomes* Students will:

1. Design and implement instructional coaching and mentoring cycles that support sustained, job-embedded professional learning (Program Standard 1)
2. Apply adult learning theory to coaching, mentoring, and feedback practices (Program Standard 1)
3. Use observation, feedback, and reflective dialogue to improve instructional practice (Program Standard 4)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 500

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.

EDLE 7700 Instructional Coaching and Mentoring for Teacher Leaders

*Course Information

Course Description

This course prepares teacher leaders to serve as instructional coaches and mentors who support continuous improvement in teaching and learning. Candidates examine coaching and mentoring models grounded in adult learning theory and practice skills related to observation, feedback, reflective dialogue, and instructional support. Candidates engage in applied coaching cycles designed to strengthen instructional practice, build professional trust, and support teacher growth across career stages.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Design and implement instructional coaching and mentoring cycles that support sustained, job-embedded professional learning (Program Standard 1)
2. Apply adult learning theory to coaching, mentoring, and feedback practices (Program Standard 1)
3. Use observation, feedback, and reflective dialogue to improve instructional practice (Program Standard 4)

[Common Language for Course Syllabi](#)

EDLE - 7800 - Curriculum, Instruction, and Assessment Leadership

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an Yes No

Is this a College of Education course?* Yes No

academic department?
*

Does this course belong solely to the Graduate School?
* Yes No

Course Information

Course Prefix*

Course Number* 7800

Course Title* Curriculum, Instruction, and Assessment Leadership

Course Type*

Catalog Course Description* This course focuses on the leadership skills necessary to guide coherent alignment of curriculum, instruction, and assessment. Candidates develop expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks. The course emphasizes facilitating collaborative curriculum review processes and leading instructional improvement cycles at the school or team level. Candidates learn to support educators in translating standards into effective classroom practice while ensuring instructional coherence across grade levels and content areas.

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

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* This course is developed to support teacher retention and school improvement in Georgia by preparing teacher leaders to guide coherent alignment of curriculum, instruction, and assessment in ways that strengthen instructional clarity and reduce professional fragmentation. When teachers experience inconsistent expectations and misaligned curriculum systems, job-related stress and burnout increase, contributing to attrition. By developing expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks, candidates are equipped to lead collaborative curriculum review processes and instructional improvement cycles at the team or school level. The course prepares teacher leaders to support colleagues in translating standards into effective classroom practice, fostering instructional coherence, shared understanding, and collective efficacy, conditions that enhance teaching effectiveness, professional satisfaction, and long-term retention.

Student Learning Outcomes* Students will:

1. Facilitate alignment of curriculum, instruction, and assessment to state and national standards (Program Standard 3)
2. Engage educators in collaborative planning and curriculum review processes (Program Standard 3)
3. Apply assessment literacy to improve instructional decision making (Program Standard 5)
4. Support teachers in implementing research-based instructional practices (Program Standard 4)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 500

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

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

Fee Justification

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

EDLE 7800 Curriculum, Instruction, and Assessment Leadership

*Course Information

Course Description

This course focuses on the leadership skills necessary to guide coherent alignment of curriculum, instruction, and assessment. Candidates develop expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks. The course emphasizes facilitating collaborative curriculum review processes and leading instructional improvement cycles at the school or team level. Candidates learn to support educators in translating standards into effective classroom practice while ensuring instructional coherence across grade levels and content areas.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Facilitate alignment of curriculum, instruction, and assessment to state and national standards (Program Standard 3)
2. Engage educators in collaborative planning and curriculum review processes (Program Standard 3)
3. Apply assessment literacy to improve instructional decision making (Program Standard 5)
4. Support teachers in implementing research-based instructional practices (Program Standard 4)

[Common Language for Course Syllabi](#)

EDLE - 7900 - Data-Informed Decision Making and School Improvement for Teacher Leaders

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

Graduate School
rather than an
academic department?
*

Does this course belong solely to the Graduate School? *
 Yes No

Course Information

Course Prefix*

EDLE

Course Number* 7900

Course Title* Data-Informed Decision Making and School Improvement for Teacher Leaders

Course Type*

Educational Leadership

Catalog Course Description* This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

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. *

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

Prerequisites

Concurrent Prerequisites

Corequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* This course is developed to strengthen teacher retention and instructional improvement in Georgia by building teacher leaders' capacity to use data as a tool for learning and growth rather than compliance. When educators lack confidence in interpreting and applying data, accountability pressures can contribute to frustration and burnout. By emphasizing data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles, the course equips candidates to analyze quantitative and qualitative data in ways that directly inform instructional practice. Through applied improvement planning, teacher leaders learn to evaluate initiatives, adjust strategies, and support evidence-based decision-making within collaborative school structures, fostering shared ownership, professional efficacy, and sustainable improvement that supports long-term teacher engagement and retention.

Student Learning Outcomes* Students will:

1. Analyze multiple sources of quantitative and qualitative data to identify instructional and organizational needs (Program Standard 5)
2. Design and implement continuous improvement cycles to address identified needs (Program Standard 1)
3. Apply research-based improvement strategies to school improvement planning (Program Standard 6)

REQUIRED ATTACHMENTS

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1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 500

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

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

Fee Justification

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

EDLE 7900 Data-Informed Decision Making and School Improvement for Teacher Leaders

*Course Information

Course Description

This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Analyze multiple sources of quantitative and qualitative data to identify instructional and organizational needs (Program Standard 5)
2. Design and implement continuous improvement cycles to address identified needs (Program Standard 1)
3. Apply research-based improvement strategies to school improvement planning (Program Standard 6)

[Common Language for Course Syllabi](#)

EDLE - 8000 - Professional Learning Design and Facilitation

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes No

Is this a College of Education course?* Yes No

academic department? *

Does this course belong solely to the Graduate School? * Yes No

Course Information

Course Prefix*

Course Number* 8000

Course Title* Professional Learning Design and Facilitation

Course Type*

Catalog Course Description* This course prepares candidates to design, implement, and evaluate sustained, job-embedded professional learning aligned to teacher and student needs. Grounded in adult learning theory, the course emphasizes teacher-led professional development models, PLC design, and facilitation strategies that promote collective responsibility and instructional growth. Candidates learn to assess the impact of professional learning on instructional practice and student outcomes while strengthening collaborative cultures focused on continuous improvement.

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

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* This course is developed to support teacher retention and instructional improvement in Georgia by preparing teacher leaders to design and facilitate sustained, job-embedded professional learning that is responsive to teacher and student needs. When professional learning is disconnected from classroom practice, teachers are more likely to disengage and experience burnout. Grounded in adult learning theory, the course equips candidates with skills to lead teacher-driven professional development, design effective PLC structures, and facilitate collaborative learning experiences that promote collective responsibility and instructional growth. By learning to evaluate the impact of professional learning on instructional practice and student outcomes, candidates strengthen schoolwide cultures of continuous improvement, professional trust, and shared leadership, which are key conditions for improving teacher satisfaction, effectiveness, and long-term retention.

Student Learning Outcomes* Students will:

1. Design sustained, job-embedded professional learning aligned to school goals and educator needs (Program Standard 1)
2. Facilitate collaborative professional learning communities (Program Standard 2)
3. Evaluate professional learning effectiveness using evidence of student and teacher outcomes (Program Standard 5)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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* 500

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.

EDLE 8000 Professional Learning Design and Facilitation

*Course Information

Course Description

This course prepares candidates to design, implement, and evaluate sustained, job-embedded professional learning aligned to teacher and student needs. Grounded in adult learning theory, the course emphasizes teacher-led professional development models, PLC design, and facilitation strategies that promote collective responsibility and instructional growth. Candidates learn to assess the impact of professional learning on instructional practice and student outcomes while strengthening collaborative cultures focused on continuous improvement.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Design sustained, job-embedded professional learning aligned to school goals and educator needs (Program Standard 1)
2. Facilitate collaborative professional learning communities (Program Standard 2)
3. Evaluate professional learning effectiveness using evidence of student and teacher outcomes (Program Standard 5)

[Common Language for Course Syllabi](#)

EDLE - 8100 - Teacher Leadership Capstone

2026-2027 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an Yes No

Is this a College of Education course?* Yes No

academic department?
*

Does this course belong solely to the Graduate School?
* Yes No

Course Information

Course Prefix*

Course Number* 8100

Course Title* Teacher Leadership Capstone

Course Type*

Catalog Course Description* This culminating course requires candidates to synthesize learning across the program through a school-based Teacher Leadership Capstone Project. Candidates engage in practitioner inquiry or action research to address an identified instructional or organizational need. The course emphasizes collaboration and systems thinking as candidates reflect on the design and implementation of improvement initiatives that support students, educators, and school communities.

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

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* This culminating course is developed to strengthen teacher retention and leadership sustainability in Georgia by providing candidates with an authentic, school-based opportunity to apply teacher leadership knowledge in ways that create meaningful impact. By engaging in a Teacher Leadership Capstone Project grounded in practitioner inquiry or action research, candidates address real instructional or organizational needs within their school contexts, increasing relevance and professional ownership. Emphasizing collaboration and systems thinking, the course prepares teacher leaders to design, implement, and reflect on improvement initiatives that support students, educators, and school communities. This applied leadership experience reinforces professional efficacy, validates teacher expertise, and fosters long-term commitment to the profession by positioning teachers as change agents within their own schools.

Student Learning Outcomes* Students will:

1. Conduct practitioner inquiry or action research to address instructional or organizational challenges (Program Standard 6)
2. Reflect on the implementation of a leadership initiative aligned to school improvement goals (Program Standards 1, 4, 5)
3. Advocate collaboratively for students, educators, families, and communities (Program Standard 7)
4. Demonstrate integrated mastery of all Teacher Leadership Program Standards (Program Standards 1–7)

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* 500

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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EDLE 8100 Teacher Leadership Capstone

*Course Information

Course Description

This culminating course requires candidates to synthesize learning across the program through a school-based Teacher Leadership Capstone Project. Candidates engage in practitioner inquiry or action research to address an identified instructional or organizational need. The course emphasizes collaboration, advocacy, and systems thinking as candidates reflect on the design and implementation of improvement initiatives that support students, educators, and school communities.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Conduct practitioner inquiry or action research to address instructional or organizational challenges (Program Standard 6)
2. Reflect on the implementation of a leadership initiative aligned to school improvement goals (Program Standards 1, 4, 5)
3. Advocate collaboratively for students, educators, families, and communities (Program Standard 7)
4. Demonstrate integrated mastery of all Teacher Leadership Program Standards (Program Standards 1–7)

[Common Language for Course Syllabi](#)

Teacher Leadership Certificate Program

2026-2027 Graduate New Program Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2026

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

Routing Information

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

School/ Department*

Department of Leadership, Research, and School Improvement

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Teacher Leadership Certificate Program

Degree Type*

Certificate

Program Description* The Teacher Leadership Certificate Program is designed to prepare experienced educators to serve as teacher leaders who influence instructional improvement, professional learning, and school culture without leaving the classroom. Grounded in the Georgia Professional Standards Commission (GaPSC) Teacher Leadership Rule (505-3-.72), the program prepares candidates to design and lead sustained, intensive, and job-embedded professional learning, foster collaborative school cultures, align curriculum and instruction, model effective teaching practices, and use data and research to inform decision-making that supports students, educators, families, and communities.

The program emphasizes authentic, school-based leadership practice, ensuring that candidates develop the knowledge, skills, and dispositions required to positively impact teaching and learning at the classroom, team, and school levels.

Program Location*

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Program Description

The Teacher Leadership Certificate Program is an 18-credit-hour program designed to prepare experienced educators to serve as influential teacher leaders who strengthen instructional practice, professional learning, and school culture while remaining in the classroom. Responding to the growing need for shared leadership and continuous improvement in schools, the program equips candidates to assume formal and informal leadership roles that increase student outcomes. Grounded in the Georgia Professional Standards Commission (GaPSC) Teacher Leadership Rule (505-3-.72), the program emphasizes the design and facilitation of sustained, intensive, and job-embedded professional learning; the cultivation of collaborative school cultures; the alignment of curriculum, instruction, and assessment; and the use of data and research to inform instructional and organizational decision-making. The six-course sequence (18 credit hours) provides a coherent progression of learning focused on teacher leadership foundations, instructional coaching and mentoring, curriculum and assessment leadership, data-informed improvement, professional learning design, and applied teacher leadership practice. Through authentic, school-based leadership experiences embedded across the coursework, candidates develop the knowledge, skills, and professional dispositions necessary to positively impact teaching and learning at the classroom, team, and school levels.

**EDLE 7600 Foundations of Teacher Leadership
and Distributed Leadership**

**EDLE 7700 Instructional Coaching and
Mentoring for Teacher Leaders**

**EDLE 7800 Curriculum, Instruction, and
Assessment Leadership**

**EDLE 7900 Data-Informed Decision Making and
School Improvement for Teacher Leaders**

**EDLE 8000 Professional Learning Design and
Facilitation**

EDLE 8100 Teacher Leadership Capstone

Admission requirements

Applicants to the Teacher Leadership Certificate Program must meet the University of West Georgia Graduate School admission requirements and the following program-specific criteria:

Professional Certification

Hold a valid Georgia Professional Standards Commission (GaPSC) Level 4 (or higher) professional educator certificate, or an equivalent out-of-state certificate.

Educational Background

Possess a master's degree in a discipline other than Teacher Leadership from an accredited institution.

Employment Requirement

Be currently employed as a teacher or administrator in a traditional public school district, charter school or charter system, or an accredited independent school.

Admission is contingent upon school or district support, and UWG must maintain an approved performance-based partnership with the referring district in accordance with GaPSC regulations.

Professional Experience

Submit a current résumé or professional vitae documenting a minimum of three years of professional teaching or administrative experience prior to admission consideration.

Professional Recommendations

Provide two professional recommendations from individuals who can address the applicant's instructional effectiveness, potential for success in graduate-level study, and commitment to learners.

Mentor Requirement

Secure a qualified mentor who meets GaPSC Teacher Leadership mentor requirements for each phase of the program.

Submit a completed Teacher Leadership Mentor Form as part of the graduate application process.

Interview

An interview may be required as part of the admissions process. Applicants will be contacted by the program if an interview is needed.

Justification and Assessment

Rationale* The Teacher Leadership Certificate Program prepares experienced educators to lead instructional improvement, professional learning, and school culture while remaining in the classroom. Aligned to GaPSC Rule 505-3-.72, the program responds to the growing need for formal and informal teacher leadership, supports continuous improvement and increases student outcomes, and promotes teacher retention through meaningful leadership pathways.

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

Candidates who complete the Teacher Leadership Certificate Program will be able to:

1. Design, implement, and evaluate sustained, intensive, and job-embedded professional learning aligned to identified student and teacher needs and consistent with ESSA and national professional learning standards (Professional Learning Leadership).
2. Collaborate with stakeholders to promote a school culture that fosters excellence in teaching and learning, shared accountability, and continuous improvement (Collaborative Culture and Continuous Improvement).
3. Facilitate the alignment of curriculum, instruction, and assessment to standards through collaborative planning and implementation (Curriculum, Instruction, and Assessment Alignment).
4. Model best practices in pedagogy and apply effective mentoring, coaching, and instructional leadership strategies to improve teaching and learning (Instructional Practice, Coaching, and Mentoring).
5. Work with others to design assessment practices and analyze multiple sources of data to monitor, evaluate, and improve teaching and learning (Assessment and Data-Informed Decision Making).
6. Access, conduct, and apply research to inform instructional improvement, professional learning, and school improvement efforts (Research and Inquiry).
7. Collaboratively support the differentiated needs of students, educators, families, and communities to guide positive change and improve student outcomes (Stakeholder Collaboration to Improve Learning).

SACSCOC Substantive Change


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

Send questions to kylec@westga.edu

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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Proposed Teacher Leadership Certificate Program

The Teacher Leadership Certificate Program is designed to prepare experienced educators to serve as teacher leaders who influence instructional improvement, professional learning, and school culture without leaving the classroom. The program responds to the growing need for teachers to assume formal and informal leadership roles that support continuous improvement, develop shared responsibility, and increase student outcomes.

Grounded in the Georgia Professional Standards Commission (GaPSC) Teacher Leadership Rule (505-3-.72), the program prepares candidates to design and lead sustained, intensive, and job-embedded professional learning, foster collaborative school cultures, align curriculum and instruction, model effective teaching practices, and use data and research to inform decision-making that supports students, educators, families, and communities.

The program emphasizes authentic, school-based leadership practice, ensuring that candidates develop the knowledge, skills, and dispositions required to positively impact teaching and learning at the classroom, team, and school levels.

Program Objectives

(Aligned to GaPSC Rule 505-3-.72 Teacher Leadership Standards)

Candidates who complete the Teacher Leadership Certificate Program will be able to:

Program Objective 1: Professional Learning Leadership

- Design, implement, and evaluate sustained, intensive, and job-embedded professional learning aligned to identified student and teacher needs and consistent with ESSA and national professional learning standards.

Program Objective 2: Collaborative Culture and Continuous Improvement

- Collaborate with stakeholders to promote a school culture that fosters excellence in teaching and learning, shared accountability, and continuous improvement.

Program Objective 3: Curriculum, Instruction, and Assessment Alignment

- Facilitate the alignment of curriculum, instruction, and assessment to standards through collaborative planning and implementation.

Program Objective 4: Instructional Practice, Coaching, and Mentoring

- Model best practices in pedagogy and apply effective mentoring, coaching, and instructional leadership strategies to improve teaching and learning.

Program Objective 5: Assessment and Data-Informed Decision Making

- Work with others to design assessment practices and analyze multiple sources of data to monitor, evaluate, and improve teaching and learning.

Program Objective 6: Research and Inquiry

- Access, conduct, and apply research to inform instructional improvement, professional learning, and school improvement efforts.

Program Objective 7: Stakeholder Collaboration to Improve Learning

- Collaboratively support the differentiated needs of students, educators, families, and communities to guide positive change and improve student outcomes.

Program Courses and Descriptions

EDLE 7600: Foundations of Teacher Leadership and Distributed Leadership

This course introduces candidates to the theoretical foundations and practical applications of teacher leadership within distributed and shared leadership models. Emphasis is placed on leadership identity development, ethical responsibility, and the evolving roles teacher leaders play in fostering collaborative school cultures and shared decision-making structures. *Aligned Program Objectives: 2, 6, 7*

EDLE 7700: Instructional Coaching and Mentoring for Teacher Leaders

This course prepares teacher leaders to serve as instructional coaches and mentors who support continuous improvement in teaching and learning. Candidates examine coaching and mentoring models grounded in adult learning theory and engage in observation, feedback, reflective dialogue, and culturally responsive coaching practices. *Aligned Program Objectives: 1, 4*

EDLE 7800: Curriculum, Instruction, and Assessment Leadership

This course focuses on facilitating alignment of curriculum, instruction, and assessment to state and national standards. Candidates develop assessment literacy and lead collaborative curriculum planning and review processes that support instructional coherence and improved student learning. *Aligned Program Objectives: 3, 4, 5*

EDLE 7900: Data-Informed Decision Making and School Improvement for Teacher Leaders

This course develops candidates' capacity to analyze multiple sources of data and apply continuous improvement models to instructional and school improvement initiatives. Emphasis is placed on ethical data use, monitoring progress, and evaluating the effectiveness of instructional strategies. *Aligned Program Objectives: 1, 5, 6*

EDLE 8000: Professional Learning Design and Facilitation

This course prepares candidates to design, facilitate, and evaluate sustained, job-embedded professional learning experiences aligned to school goals and educator needs. Candidates apply adult learning theory and professional learning standards to PLC facilitation and teacher-led professional development. *Aligned Program Objectives: 1, 2, 5*

EDLE 8100: Teacher Leadership Capstone

This culminating course requires candidates to synthesize learning across the program through a school-based Teacher Leadership Capstone Project. Candidates engage in practitioner

inquiry or action research, implement a leadership initiative, and collaborate with stakeholders for instructional and organizational improvement. *Aligned Program Objectives: 1–7 (All)*

Course Alignment to Program Standards (All Six Courses)

Course	Aligned Program Standards
Course 1: Foundations of Teacher Leadership & Distributed Leadership	2, 6, 7
Course 2: Instructional Coaching & Mentoring for Teacher Leaders	1, 4
Course 3: Curriculum, Instruction, & Assessment Leadership	3, 4, 5
Course 4: Data-Informed Decision Making & School Improvement for Teacher Leaders	1, 5, 6
Course 5: Professional Learning Design & Facilitation	1, 2, 5
Course 6: Teacher Leadership Capstone	1–7 (All)

Key Assessment System: Teacher Leadership Professional Portfolio

The Teacher Leadership Professional Portfolio serves as the primary program-level key assessment for the Teacher Leadership Certificate Program. The portfolio is developed incrementally across all six courses and is composed of course-embedded key assessments, each aligned to specific Program Learning Objectives (PLOs) and Georgia Teacher Leadership Standards (Rule 505-3-.72).

Each course includes one required Key Assessment artifact that provides evidence of candidate proficiency in designated program learning objectives. Artifacts are intentionally designed to be refined, expanded, and applied across courses, demonstrating growth in leadership knowledge, skills, and dispositions. The completed portfolio is evaluated holistically in the Capstone course.

Portfolio Components: Course Key Assessments with Program Learning Objectives

EDLE 7600: Foundations of Teacher Leadership and Distributed Leadership

Teacher Leadership Identity & Leadership Model Analysis

Candidates complete a reflective and research-informed analysis of their teacher leadership identity grounded in distributed leadership theory and established teacher leadership frameworks. This assessment establishes the foundation for ethical leadership, collaboration, and informed participation in school decision-making.

Evidence of Proficiency:

Leadership identity, ethical responsibility, application of research, understanding of collaborative leadership structures.

Program Learning Objectives Addressed:

- **PLO 2:** Collaborative Culture and Continuous Improvement
- **PLO 6:** Research and Inquiry
- **PLO 7:** Stakeholder Collaboration to Improve Learning

EDLE 7700: Instructional Coaching and Mentoring for Teacher Leaders

Instructional Coaching Cycle & Reflective Analysis

Candidates design, implement, and reflect on an instructional coaching or mentoring cycle that supports educator growth and continuous improvement in teaching and learning. The assessment emphasizes adult learning theory, observation and feedback practices, and culturally responsive coaching.

Evidence of Proficiency:

Coaching and mentoring skills, facilitation of professional learning, instructional improvement, reflective practice.

Program Learning Objectives Addressed:

- **PLO 1:** Professional Learning Leadership
- **PLO 4:** Instructional Practice, Coaching, and Mentoring

EDLE 7800: Curriculum, Instruction, and Assessment Leadership

Curriculum, Instruction, and Assessment Alignment Plan

Candidates develop a standards-aligned curriculum, instruction, and assessment alignment plan demonstrating their ability to facilitate instructional coherence and support high expectations for student learning through collaborative leadership.

Evidence of Proficiency:

Curriculum leadership, assessment literacy, instructional alignment, collaborative planning.

Program Learning Objectives Addressed:

- **PLO 3:** Curriculum, Instruction, and Assessment Alignment
- **PLO 4:** Instructional Practice, Coaching, and Mentoring
- **PLO 5:** Assessment and Data-Informed Decision Making

EDLE 7900: Data-Informed Decision Making and School Improvement for Teacher Leaders

Data Analysis & Continuous Improvement Plan

Candidates analyze multiple sources of quantitative and qualitative data to identify an instructional or organizational need and design a targeted improvement plan using a recognized continuous improvement model.

Evidence of Proficiency:

Data literacy, ethical data use, improvement planning, progress monitoring.

Program Learning Objectives Addressed:

- **PLO 1:** Professional Learning Leadership
- **PLO 5:** Assessment and Data-Informed Decision Making
- **PLO 6:** Research and Inquiry

EDLE 8000: Professional Learning Design and Facilitation***Professional Learning Design & Evaluation Plan***

Candidates design, facilitate, and evaluate a sustained, job-embedded professional learning experience aligned to educator and student needs. The assessment emphasizes adult learning theory, collaboration, and evaluation of professional learning impact.

Evidence of Proficiency:

Professional learning design, PLC facilitation, collaboration, evaluation of outcomes.

Program Learning Objectives Addressed:

- **PLO 1:** Professional Learning Leadership
- **PLO 2:** Collaborative Culture and Continuous Improvement
- **PLO 5:** Assessment and Data-Informed Decision Making

EDLE 8100: Teacher Leadership Capstone***Teacher Leadership Capstone Project & Comprehensive Portfolio***

Candidates synthesize all prior course key assessments into a comprehensive Teacher Leadership Professional Portfolio and complete a school-based Capstone Project demonstrating integrated leadership practice. The capstone includes practitioner inquiry or action research, implementation of a leadership initiative, support, and reflection on impact and sustainability.

Evidence of Proficiency:

Integrated leadership practice, instructional impact, research application, support, sustainability.

Program Learning Objectives Addressed:

- **PLOs 1–7:** All Program Learning Objectives

Data from course key assessment rubrics and the culminating portfolio are aggregated and analyzed to:

- Monitor candidate progress toward program learning objectives
- Evaluate program effectiveness and standards alignment
- Inform continuous program improvement
- Ensure ongoing compliance with GaPSC Teacher Leadership certification requirements

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies prior to generating a full proposal. This document should be used for both new academic degree programs and for stand-alone certificates. Once a program is approved in concept, the full proposal review process is utilized, and the proposal is then submitted into Curriculog. Once this proposal has been completed, the academic dean should share this with the provost and coordinate next steps for discussion

College/School: COE

Department: Leadership, Research and School Improvement

Name of Proposed Program or Certificate: Teacher Leadership

Degree Level: Certificate

Major and CIP Code: 13.0401

Desired Start Date: August 2026

- 1) Briefly describe how the proposed program is consistent with the mission and strategic plan of the University. Please address placemaking, relevance, and competitiveness.

The proposed Teacher Leadership Certificate (P–12) aligns with the University of West Georgia’s mission and strategic priorities of placemaking, relevance, and competitiveness. The program supports placemaking by strengthening instructional leadership capacity in regional schools, preparing teacher leaders who remain in classrooms while mentoring peers and leading school improvement efforts. It addresses relevance by aligning with Georgia Professional Standards Commission requirements and current research on distributed leadership, coaching, and data-driven instruction to meet contemporary P–12 school needs. The program enhances competitiveness by expanding UWG’s portfolio of leadership credentials, attracting practicing teachers seeking certification-only and post-master’s advancement, strengthening district partnerships, and reinforcing UWG’s position as a leading provider of educator and leadership preparation in Georgia.

- 2) Provide the rationale for developing the proposed new academic program. Consider including information regarding preliminary market demand analyses and potential student populations. Does it have characteristics that are distinctive from similar programs offered by the USG?

The proposed Teacher Leadership Certificate (P–12) responds to evolving state certification policies, regional workforce needs, and research highlighting the importance

of distributed leadership models that retain effective teachers in classrooms while expanding their leadership roles. Preliminary market analyses and ongoing partnerships through Georgia's BEST (Building Educator Success Together) indicate strong district demand for teacher leadership pathways, particularly among Cobb, Coweta, Gwinnett, Douglas, and other partner districts seeking instructional coaches, mentors, and professional learning leaders.

Recent Georgia Professional Standards Commission (GaPSC) policy recognizes Teacher Leadership as a distinct service certification field, allowing certified teachers to maintain classroom responsibilities while leading instructional improvement initiatives. The proposed certificate provides a targeted post-master's certification pathway aligned to GaPSC standards and district workforce priorities.

Research demonstrates that teacher leadership pathways strengthen instructional practice, improve school culture, and support teacher retention, addressing persistent educator turnover and leadership capacity gaps. Within the University System of Georgia, relatively few institutions offer approved Teacher Leadership programs, and access to certification-only pathways is limited. The proposed UWG certificate is distinctive in offering a flexible, practitioner-focused post-master's credential that expands access for working educators and supports regional district leadership pipelines.

Successful completion of the courses listed in the certification-only program will make students eligible for a Service Certificate in Teacher Leadership from the Georgia Professional Standards Commission (GaPSC).

- 3) What is the anticipated delivery method(s) and projected enrollment for the program? On what basis were those enrollment estimates developed?

The Teacher Leadership Certificate program will be delivered fully online and projected enrollment is 120 candidates a year. The estimates were based on data from current GaBEST districts and other systems in the West GaRESA area.

- 4) Is it consistent with the strength and core competencies of the department?

The proposed teacher leadership certificate is strongly aligned with the strengths and core competencies of the department. Nearly 95% of full-time faculty possess school- and district-level leadership experience, including service as principals and district office directors who have supervised and supported teacher leaders in a variety of roles.

Beyond prior leadership roles, faculty actively serve as statewide consultants and leadership coaches, supporting schools and districts in support of teaching and learning.

This combination of practitioner expertise, statewide recognition, and sustained district engagement ensures the department has the expertise, credibility, and infrastructure necessary to successfully implement and sustain the proposed Teacher Leadership Certificate Program.

- 5) How many credit hours will be needed to complete the program. List / describe any new courses that will be created to support the program. What percentage of the total credit hours of the program will be new courses?

The proposed Teacher Leadership Post-Master's Certificate Program will require 18 graduate credit hours, delivered across six courses (3 credit hours each). Courses will be offered in a fully online format to accommodate working educators. Completion of the program will lead to eligibility for the Georgia Professional Standards Commission (GaPSC) Service Certificate in Teacher Leadership.

All six courses will be newly developed to align with GaPSC Teacher Leadership standards and contemporary research on distributed leadership, instructional coaching, and school improvement. Potential course development includes the following:

Foundations of Teacher Leadership and Distributed Leadership (3 credit hours)

Introduces teacher leadership theory, distributed leadership models, leadership ethics, and pathways for teacher leaders.

Instructional Coaching and Mentoring for Teacher Leaders (3 credit hours)

Focuses on coaching cycles, mentoring systems, adult learning theory, and feedback practices to improve instructional practice.

Curriculum, Instruction, and Assessment Leadership (3 credit hours)

Prepares teacher leaders to align curriculum, instruction, and assessment to state and national standards and lead curriculum improvement processes.

Data-Informed Decision Making and School Improvement (3 credit hours)

Develops data literacy, improvement science practices, and continuous planning skills for instructional leadership.

Professional Learning Design and Facilitation (3 credit hours)

Prepares candidates to design, implement, and evaluate job-embedded professional learning and PLC structures.

Teacher Leadership Capstone (3 credit hours)

Culminating experience in practitioner inquiry, advocacy, and school-based improvement leadership, including a capstone project.

100% of the total credit hours (18 credit hours) will consist of newly developed courses specifically designed to meet GaPSC Teacher Leadership certification requirements and district workforce needs.

- 6) Briefly describe the anticipated resources needed for the proposed program. Consider including information about faculty workload, program administration, campus facilities,

specialized equipment, and accreditation.

The proposed Teacher Leadership Post-Master's Certificate Program will be supported primarily through existing University of West Georgia resources, requiring no significant new infrastructure or capital investment. Courses will be taught by current Educational Leadership faculty with expertise in instructional leadership, coaching, and school improvement, with delivery integrated into existing faculty workload models and supported by part-time or clinical faculty as enrollment grows. Program administration, advising, and assessment will be housed within the College of Education's Leadership, Research, and School Improvement unit using established structures and processes. The program will be delivered in a fully online format utilizing UWG's existing learning management systems and instructional technology infrastructure, with no need for additional campus facilities or specialized equipment. Program quality and accountability will be ensured through alignment with Georgia Professional Standards Commission standards and the College of Education's existing accreditation and continuous improvement systems.

- 7) Discuss in general terms the budgetary impact of delivering the program. Consider including the realignment of resources.

The proposed Teacher Leadership Post-Master's Certificate Program is expected to have a minimal budgetary impact and will be implemented primarily through the realignment of existing resources. Courses will be delivered by current Educational Leadership faculty as part of their regular teaching loads, with adjunct or clinical faculty used as needed based on enrollment growth. Program administration, advising, assessment, and continuous improvement processes will be integrated into existing College of Education structures, requiring no additional administrative positions. Because the program will be offered fully online, no new physical facilities, equipment, or capital investments are required beyond existing learning management and instructional technology systems. Tuition revenue generated from new enrollments is anticipated to offset instructional and operational costs, making the program financially sustainable and potentially revenue-positive over time. Overall, the program will leverage existing faculty expertise, infrastructure, and accreditation systems, resulting in a cost-efficient expansion of UWG's educator preparation portfolio.

- 8) Is the program free from duplication or competition with a current or planned program within the university? Is an existing program or major being recommended for termination or deletion?

The proposed Teacher Leadership Post-Master's Certificate Program is free from duplication and unnecessary competition with existing programs at the University of West Georgia. While UWG offers graduate programs in Educational Leadership, School Improvement, and related leadership fields, none currently provide a standalone, certification-only pathway specifically aligned to the GaPSC Teacher Leadership Service

Certificate. The certificate is designed to complement, not duplicate, existing leadership degrees by providing a targeted credential for practicing teachers who wish to remain in classroom roles while leading instructional improvement efforts. No existing programs or majors are recommended for termination or deletion as a result of this proposal.

The program is designed with future flexibility to be embedded as a concentration or track within the proposed M.Ed. in Educational Leadership, allowing students to complete Teacher Leadership coursework as part of a degree pathway while also earning eligibility for GaPSC certification. This structure will enhance program coherence, create stackable credentials, and strengthen enrollment pipelines into advanced leadership programs, while maintaining a distinct certification-only option for post-master's candidates. The certificate expands UWG's leadership preparation portfolio without duplicating current offerings and strengthens alignment across leadership pathways.

- 9) How will this program enhance the reputation of UWG? Please list business or other community partners who may be prepared to provide advocacy and support for the proposed program.

The proposed Teacher Leadership Post-Master's Certificate Program will enhance the reputation of the University of West Georgia by reinforcing UWG's role as a statewide leader in educator preparation, leadership development, and school improvement. By preparing certified teacher leaders who mentor peers, lead professional learning, and drive instructional improvement while remaining in classrooms, the program strengthens UWG's alignment with state and district priorities for instructional quality and educator retention. The program is expected to receive advocacy and support from key statewide partners, including the Georgia Association of Educational Leaders (GAEL) and its affiliates (e.g., Georgia Association of Elementary School Principals, Georgia Association of Middle School Principals, Georgia Association of Secondary School Principals), which have longstanding collaborative relationships with UWG through leadership development events, professional learning initiatives, and aspiring leader programs.

In addition, Georgia's BEST (GaBEST) partner districts, including Cobb County, Coweta County, Gwinnett County, Douglas County, and other participating systems, have identified a growing need for structured teacher leadership pathways to support coaching, mentoring, and instructional leadership roles. The program also aligns with statewide teacher retention and support initiatives led by the Georgia Department of Education and the State Superintendent's Office, which emphasize strengthening career pathways, job-embedded professional learning, and leadership opportunities for teachers as key strategies for improving retention and instructional capacity. By directly addressing these state and district priorities, the program will elevate UWG's visibility, credibility, and influence as a trusted partner in developing Georgia's teacher and leadership workforce.

Approval by Dean and Date:

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

Teacher Leadership Certificate Program
Program Map (2 Courses per Semester)

Total Credits: 18

Program Length: 3 Semesters

Delivery Model: Cohort-based, practice-embedded

Semester 1: Foundations of Teacher Leadership (6 Credit Hours)

EDLE 7600: Foundations of Teacher Leadership and Distributed Leadership

EDLE 7700: Instructional Coaching and Mentoring for Teacher Leaders

Semester 2: Instructional Improvement and Data Use (6 Credit Hours)

EDLE 7800: Curriculum, Instruction, and Assessment Leadership

EDLE 7900: Data-Informed Decision Making and School Improvement for Teacher Leaders

Semester 3: Professional Learning and Leadership Impact (6 Credit Hours)

EDLE 8000: Professional Learning Design and Facilitation

EDLE 8100: Teacher Leadership Capstone

Program Coherence

- Semester 1 builds teacher leadership identity and coaching capacity
- Semester 2 strengthens instructional coherence and data-informed improvement
- Semester 3 emphasizes professional learning leadership, inquiry, support, and impact

This sequence ensures candidates progress from foundational leadership understanding to applied instructional leadership and culminate in a school-based capstone demonstrating measurable impact on teaching and learning.

Teacher Leadership Certificate Assessment Plan

<Program>

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Design, implement, and evaluate sustained, intensive, and job-embedded professional learning aligned to identified student and teacher needs and consistent with ESSA and national professional learning standards (Professional Learning Leadership).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Students will complete the Professional Learning Design and Evaluation Plan to design, facilitate, and evaluate a sustained, job-embedded professional learning experience aligned to educator and student needs as the culminating key assessment for EDLE 8000. The assessment emphasizes adult learning theory, collaboration, and evaluation of professional learning impact and provides evidence of proficiency in professional learning design, PLC facilitation, collaboration, evaluation of outcomes.	Students will score at least an 80% on the key assessment.					
Collaborate with stakeholders to promote a school culture that fosters excellence in teaching and learning, shared accountability, and continuous improvement (Collaborative Culture and Continuous Improvement)	Placemaking - Goal 2: Intentionally cultivate a safe and inviting environment that seamlessly integrates diversity, equity, and inclusion in all institutional actions.	At the end of EDLE 7600, Students will complete the Teacher Leadership Identity & Leadership Model Analysis (key assessment) , a reflective and research-informed analysis of their teacher leadership identity grounded in distributed leadership theory and established teacher leadership frameworks. This assessment establishes the foundation for ethical leadership, collaboration, and informed participation in school decision-making.	Students will score at least an 80% on the key assessment.					
Facilitate the alignment of curriculum, instruction, and assessment to standards through collaborative planning and implementation (Curriculum, Instruction, and Assessment Alignment).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Students will develop a Curriculum, Instruction, and Assessment Alignment Plan (key assessment) at the completion of EDLE 7800 demonstrating their ability to facilitate instructional coherence and support high expectations for student learning through collaborative leadership.	Students will score at least an 80% on the key assessment.					
Model best practices in pedagogy and apply effective mentoring, coaching, and instructional leadership strategies to improve teaching and learning (Instructional Practice, Coaching, and Mentoring).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	At the end of EDLE 7700, students will complete the Instructional Coaching Cycle & Reflective Analysis Key Assessment which requires them to design, implement, and reflect on an instructional coaching or mentoring cycle that supports educator growth and continuous improvement in teaching and learning. The assessment emphasizes adult learning theory, observation and feedback practices, and culturally responsive coaching.	Students will score at least an 80% on the key assessment.					
Work with others to design assessment practices and analyze multiple sources of data to monitor, evaluate, and improve teaching and learning (Assessment and Data-Informed Decision Making).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Data Analysis & Continuous Improvement Plan Students will complete the Data Analysis & Continuous Improvement Plan (key assessment) at the end of EDLE 7900 in which they work collaboratively with a group of teachers to analyze multiple sources of quantitative and qualitative data to identify an instructional or organizational need and design a targeted improvement plan using a recognized continuous improvement model. This key assessment will provide evidence of proficiency in data literacy, ethical data use, improvement planning, progress monitoring.	Students will score at least an 80% on the key Assessment.					
Access, conduct, and apply research to inform instructional improvement, professional learning, and school improvement efforts (Research and Inquiry).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	During EDLE 8100, students will synthesize all prior course key assessments into a comprehensive Teacher Leadership Professional Portfolio and complete a school-based Capstone Project demonstrating integrated leadership practice. The capstone includes practitioner inquiry or action research, implementation of a leadership initiative, advocacy, and reflection on impact and sustainability. The portfolio and project will serve as the key assessment for the course and the program providing evidence of integrated leadership practice, instructional impact, research application, advocacy, sustainability.	Students will score at least an 80% on the Capstone Project.					
Collaboratively advocate for the differentiated needs of students, educators, families, and communities to guide positive change and improve student outcomes (Advocacy and Stakeholder Collaboration).	Placemaking - Goal 2: Intentionally cultivate a safe and inviting environment that seamlessly integrates diversity, equity, and inclusion in all institutional actions.	During EDLE 8100, students will synthesize all prior course key assessments into a comprehensive Teacher Leadership Professional Portfolio and complete a school-based Capstone Project demonstrating integrated leadership practice. The capstone includes practitioner inquiry or action research, implementation of a leadership initiative, advocacy, and reflection on impact and sustainability. The portfolio and project will serve as the key assessment for the course and the program providing evidence of integrated leadership practice, instructional impact, research application, advocacy, sustainability.	Students will score at least an 80% on the Comprehensive Teacher Leadership Professional Portfolio.					

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE									
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT:	Leadership, Research and School Improvement		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
	PROGRAM:	Teacher Leadership Certificate		COURSES	Design, implement, and evaluate sustained, intensive, and job-embedded professional learning aligned to identified student and teacher	Collaborate with stakeholders to promote a school culture that fosters excellence in teaching and learning, shared accountability, and	Facilitate the alignment of curriculum, instruction, and assessment to standards through collaborative planning and implementation	Model best practices in pedagogy and apply effective mentoring, coaching, and instructional leadership strategies to improve teaching and	Work with others to design assessment practices and analyze multiple sources of data to monitor, evaluate, and improve teaching and learning	Access, conduct, and apply research to inform instructional improvement, professional learning, and school improvement efforts (Research and
	1	EDLE 7600			M, A				I	I
	2	EDLE 7700	I				M, A			
	3	EDLE 7800				M, A	R	I		
<p>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.</p>	4	EDLE 7900	R			R		M, A	R	
	5	EDLE 8000	M, A		R			R		R
<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>	6	EDLE 8100	M, A		M, A	M, A	M, A	M, A	M, A	M, A
	7									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	8									
	9									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	10									
	11									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	12									
	13									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	14									
	15									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	16									
	17									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	18									
	19									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	20									
	21									
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	22									

History, M.A.

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

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

Is this a College of Education Program? * Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name* History, M.A.

Program ID - DO NOT EDIT* 4797

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The History M.A. program provides students with the skills to effectively and professionally engage with historical scholarship and practice through a deeper understanding of the fundamentals of historiography and its developments over time as well as a focus on research, analysis, and writing. The program emphasizes flexibility and opportunities for both independent and collaborative learning. This emphasis on opportunities and professional historical skills has helped History M.A. program graduates find success in a variety of career fields, from doctoral study to education to law to public history and museums, among others.

For regular admission to the program, a student must have a degree in history or a related field with a 3.0 undergraduate GPA. Students must also submit three letters of recommendation from individuals qualified to speak to an applicant's abilities to succeed in a post-baccalaureate History program, a one- to two-page statement of purpose discussing the applicant's reasons for pursuing an M.A. in History, and a writing sample (of at least five pages) demonstrating the applicant's abilities in historical research and writing. Applicants must also submit official transcripts.

Students accepted into the History M.A. program can choose from three tracks. No matter which track students select, they must take two core classes, HIST 6684: Historiography and HIST 6694: Grad Writing, which provide foundations for success in the program.

The three tracks are as follows:

The Thesis Track: Besides the two required core classes, students must take six elective courses and six credits of HIST 6699: Thesis Hours before completing their capstone project, a thesis of around 60- to 80-pages in length. At least one elective course must be focused on a U.S. History topic, at least one elective course must be focused on a non-U.S. History topic, and at least one elective course must be focused on a Public History topic.

The Non-Thesis Track: Besides the two required core classes, students must take eight elective courses before completing their capstone project, written and oral comprehensive exit exams and a research paper of at least 20 pages in length. Of the eight elective courses, at least one must be focused on a U.S. History topic, at least one elective course must be focused on a non-U.S. History topic, and at least one elective course must be focused on a Public History topic.

The Public History Track: Besides the two required core classes, students must take the Public History core class, HIST 6200: Public History Seminar, three Public History elective courses, HIST 6486: Public History Internship, and three non-Public History elective courses. Of the three non-Public History elective courses, at least one must be focused on a U.S. History topic and at least one must be focused on a non-U.S. History topic. Students completing the Public History track can choose between three options for their capstone project: either 1) thesis, 2) project, or 3) digital portfolio.

Besides the two required core classes, all History graduate students must complete at least four 6000-level seminars as part of the elective courses requirement.

All History M.A. students should consult with the Graduate Coordinator of History as they choose a director and members for their committee and will work with their committee to schedule and plan their capstone defense. Committee directors should be selected by the end of a student's first year in the History M.A. program.

Learning Outcomes

Students who receive the Master of Arts Degree in History will be able to:

- Conduct historical research
- Formulate and defend a historical argument in Standard English
- Demonstrate knowledge of historiography and its changes over time
- Demonstrate knowledge of the theory and practice of public history [for public history track only]
- Demonstrate practical knowledge of a subfield of public history [for public history track only]

Academic Standards:

Students admitted into the M.A. in History program are required to maintain a minimum

Students admitted into the M.A. in History program are required to maintain a minimum GPA of 3.0 while enrolled. Students will not receive graduate credit for any course in which they earn a final grade of C or below. Students receiving a grade of C or below will be

placed on academic probation and a letter of warning will be sent by the program outlining the conditions of their probation.

Students receiving a grade of C or lower in two courses will be dismissed from the program. Students receiving a grade of F will automatically be dismissed from the program. As stated in the General Academic Policies section in the UWG Graduate Catalog, "A student who has been academically dismissed... may request a reinstatement into the program of study from which they were dismissed after three terms. The student will have to reapply through the Graduate Admissions process to be considered for reinstatement. If the student is reinstated, they must retake all courses that led to their dismissal."

Course Repeat Policy:

The History Program allows a student to repeat up to two courses in which they have earned a C. If a student is permitted to repeat a course, all grades will be calculated into their cumulative GPA. In order for the course to be retaken, the student and graduate advisor must first: 1) consult the UWG Graduate Catalog, History Program policies and History Program handbooks to determine whether course repeats are permitted; and 2) ensure the course number and name are the same as the previous course.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Core: required courses for all students on all three tracks

All students on all three tracks (Thesis, Non-Thesis, Public History) must take HIST 6684 and HIST 6694. Students on the Public History track must also take HIST 6200: Public History Seminar as a required core class.

HIST 6684 Historiography

HIST 6694 Historical Methods & Writing

[After] Students on the Public History Track must also take HIST 6200: Public History Seminar as a required core class.

Electives

All students on all three tracks (Thesis, Non-Thesis, Public History) must take a range of 5000/6000-level elective courses.

Students on the Thesis Track must take six elective courses. At least one elective course must be focused on a U.S. History topic; at least one elective course must be focused on a non-U.S. History topic; at least one elective course must be focused on a Public History topic.

Students on the Non-Thesis Track must take eight elective courses. At least one elective course must be focused on a U.S. History topic; at least one elective course must be focused on a non-U.S. History topic; at least one elective course must be focused on a Public History topic.

Students on the Public History Track must take three Public History electives and three non-Public History electives, of which one must be focused on a U.S. History topic and one must be focused on a non-U.S. History topic.

HIST 5230 War, State, and Society in Early Modern Europe

HIST 5250 The First World War

HIST 5285 Special Topics in European History

HIST 5310 Comparative Slavery and Emancipation

HIST 5385 Special Topics in World History

HIST 5400 Introduction to Public History

HIST 5401 Theory and Practice of Oral History

HIST 5402 Introduction to Archival Theory and Practice

HIST 5403 Introduction to Museum Studies

HIST 5404 History of American Architecture

HIST 5411 European Renaissance in Global Perspective

HIST 5412 The Reformation³⁶⁴

HIST 5417 19th Century Europe. 1789-1914

HIST 5418 20th Century Europe
HIST 5419 The Cold War
HIST 5420 The Holocaust
HIST 5421 Mexico Since Independence
HIST 5422 US-Latin American Relations
HIST 5423 Women and Gender in the Ancient World
HIST 5424 Conflict and Interdependence in South Africa
HIST 5430 The Vietnam War
HIST 5432 The Roman Republic
HIST 5433 Introduction to Modern China
HIST 5436 French Revolution - Napoleon
HIST 5437 France Since 1815
HIST 5440 Modern Germany
HIST 5441 Modern Ireland: 1780 to Present
HIST 5443 Introduction to Modern Japan
HIST 5446 Soviet Russia
HIST 5451 Colonial America, 1492-1763
HIST 5452 American Revolution, 1763-1783
HIST 5453 The New American Republic, 1783-1815
HIST 5454 Jacksonian America, 1815-1848
HIST 5455 Civil War and Reconstruction
HIST 5461 Environmental History
HIST 5463 American Military History
HIST 5464 American Sports History
HIST 5465 U.S. Society and Culture to 1865
HIST 5466 U.S. Society and Culture Since 1865
HIST 5467 Women in American History to 1890
HIST 5468 Women in American History Since 1890
HIST 5469 The Civil Rights Movement
HIST 5471 The Gilded Age and Progressive Era, 1877-1920
HIST 5472 The Rise of Modern America, 1920-1945
HIST 5473 Recent America: The U.S. Since World War II
HIST 5474 History of Georgia
HIST 5475 Southern Families and Communities
HIST 5476 The Old South
HIST 5477 The New South
HIST 5478 American Religion to 1800
HIST 5479 American Religion Since 1800
HIST 5485 Special Topics
HIST 5505 American Foreign Policy since 1898
HIST 6201 Archives Arrangement Practicum
HIST 6202 Theory and Method of Material Culture Studies
HIST 6203 Studies and Research Methods in American Folklife
HIST 6301 Administration of Museums and Historic Sites
HIST 6302 Collections Management in

Museums

HIST 6303 Education and Interpretation at Museums

HIST 6304 Exhibits at Museums and Historic Sites

HIST 6413 The Atlantic World

HIST 6580 American Foodways

HIST 6685 Special Problems

HIST 6686 Topics in European History

HIST 6687 Topics in United States History

HIST 6688 Topics in Latin American History

HIST 6689 Topics in Georgia History

Additional Requirements for Thesis Track Students

Besides Core and Elective classes, students on the Thesis Track must also take six credits of HIST 6699 - Thesis.

Besides their coursework, students on the Thesis Track must complete their capstone project, a thesis, successfully.

Additional Requirements for Non-Thesis Track Students

Besides their coursework, students on the Non-Thesis Track must successfully complete their capstone: comp exams plus a research paper.

Additional Requirements for Public History Track Students

In addition to their core and elective courses, students on the Public History Track must also take HIST 6486: Public History Internship.

Students on the Public History Track must also successfully complete their capstone project, either a thesis or project or digital portfolio.

HIST 6486 Public History Internship

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* Our primary aim with these proposed History M.A. Program modifications is to streamline the graduate program so as to emphasize flexibility for students and to remove potential barriers to timely degree completion. We are also responding to changes in the numbers of graduate courses we can offer following multiple tenure-track faculty departures. We are proposing three modifications: 1) reducing the number of tracks within the History M.A. from the current five to three: Thesis, Non-Thesis, Public History; 2) moving from rigidly defined fields to a more flexible elective approach. The number of electives would vary depending on track. At least one elective must be focused on a U.S. History topic, at least one elective must be focused on a non-U.S. History topic, and at least one elective must be focused on a Public History topic; 3) removing the digital portfolio as a capstone option for the Non-Thesis track, focusing that track on a comp exam plus research paper capstone. The digital portfolio will remain a capstone option in the Public History track.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

**Academic Year
Program Map
History M.A. (Thesis Track)**

This Program Map presupposes full-time (6 credits/term) without taking courses over the summer. Students who take courses over the summer or who enroll for 9 credit hours a semester will complete their degree earlier.

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
HIST 6684	3	HIST 6694	3
5000/6000 Elective	3	5000/6000 Elective	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete 6684 		<ul style="list-style-type: none"> • Complete 6694 (and the Grad core classes) • Identify your committee and your capstone project 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
5000/6000 Elective	3	5000/6000 Elective	3
5000/6000 Elective	3	HIST 6699: Thesis	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Thesis Prospectus and have it approved by your committee. 		<ul style="list-style-type: none"> • Begin taking thesis hours. • Make progress on thesis. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
5000/6000 Elective	3		
HIST 6699: Thesis	3		
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Thesis and defend successfully. • Complete Elective courses (remember you need at least one U.S. focused elective, one non-U.S. focused elective, and one Public History focused elective). • Complete all final paperwork, including ProQuest submission and your application for graduation. 			

The History M.A. Thesis Track Program Sheet follows on the next page.

Milestones

Year One:

- Complete core classes (if entered in fall semester; complete over three semesters if entered in spring).
- Identify your committee and submit the Committee Declaration Form.
- Identify your capstone (for example: thesis, exams, Public History project, Public History portfolio).

Year Two +:

- Complete your prospectus (depending on Capstone) and have it approved by your committee.
- Complete your elective courses.
- Complete your capstone.
- Complete your defense/exams.
- Complete all final paperwork (including ProQuest submission, if necessary, and UWG Graduation paperwork).

Major Dates:

Dates to Apply for Graduation

Fall: August 1.

Spring: October 1.

Summer: March 1.

ProQuest Deadline for Thesis Upload:

Spring: April 1

Summer: July 1.

Fall: November 1.

**Academic Year
Program Map
History M.A. (Non-Thesis Track)**

This Program Map presupposes full-time (6 credits/term) without taking courses over the summer. Students who take courses over the summer or who enroll for 9 credit hours a semester will complete their degree earlier.

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
HIST 6684	3	HIST 6694	3
5000/6000 Elective	3	5000/6000 Elective	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete 6684 		<ul style="list-style-type: none"> • Complete 6694 (and the Grad core classes) • Identify your comp exams committee 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
5000/6000 Elective	3	5000/6000 Elective	3
5000/6000 Elective	3	5000/6000 Elective	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Discuss the research paper requirement with your committee. 		<ul style="list-style-type: none"> • Work on research paper requirement. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
5000/6000 Elective	3		
5000/6000 Elective	3		
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Elective courses (remember you need at least one U.S. focused elective, one non-U.S. focused elective, and one Public History focused elective). • Submit your research paper to your committee. • Pass your comp exams. • Complete all final paperwork, including your application to graduation.. 			

The History M.A. Non-Thesis Track Program Sheet follows on the next page.

Program Sheet – History MA

Non-Thesis

Name:

Core (2 courses)

HIST 6684: Historiography Taken (semester/year): _____

HIST 6694: Grad Writing Taken (semester/year): _____

Electives (8 courses)

US History Elective: _____ Taken (semester/year): _____

Non-US History Elective: _____ Taken (semester/year): _____

Public History Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Capstone (Exams + Research Paper)

Defended (date): _____

Committee

Chair

Member

Member

Milestones

Year One:

- Complete core classes (if entered in fall semester; complete over three semesters if entered in spring).
- Identify your committee and submit the Committee Declaration Form.
- Identify your capstone (for example: thesis, exams, Public History project, Public History portfolio).

Year Two +:

- Complete your prospectus (depending on Capstone) and have it approved by your committee.
- Complete your elective courses.
- Complete your capstone.
- Complete your defense/exams.
- Complete all final paperwork (including ProQuest submission, if necessary, and UWG Graduation paperwork).

Major Dates:

Dates to Apply for Graduation

Fall: August 1.

Spring: October 1.

Summer: March 1.

ProQuest Deadline for Thesis Upload:

Spring: April 1

Summer: July 1.

Fall: November 1.

**Academic Year
Program Map
History M.A. (Public History Track)**

This Program Map presupposes full-time (6 credits/term) without taking courses over the summer. Students who take courses over the summer or who enroll for 9 credit hours a semester will complete their degree earlier.

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
HIST 6684	3	HIST 6200	3
Public History Elective	3	HIST 6694	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete 6684 		<ul style="list-style-type: none"> • Complete 6200 and 6694 (and the Grad core classes) • Identify your capstone committee. Discuss potential capstones (thesis, project, digital portfolio) 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Public History Elective	3	Public History Elective	3
5000/6000 Elective	3	5000/6000 Elective	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Choose a capstone project. 		<ul style="list-style-type: none"> • Complete your Public History electives. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
HIST 6486 (Internship)	3		
5000/6000 Elective	3		
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete your Public History internship (HIST 6486). • Complete your non-Public History electives. Remember you must complete at least one U.S. focused elective and at least one non-U.S. focused elective. • Complete and defend your capstone project. • Complete all final paperwork, including your application to graduation.. 			

The History M.A. Public History Track Program Sheet follows on the next page.

Program Sheet – History MA

Public History

Name: _____

Core (3 courses)

HIST 6684: Historiography Taken (semester/year): _____

HIST 6694: Grad Writing Taken (semester/year): _____

HIST 6200: Public History Seminar Taken (semester/year): _____

Public History Electives (3 courses)

PH Elective: _____ Taken (semester/year): _____

PH Elective: _____ Taken (semester/year): _____

PH Elective: _____ Taken (semester/year): _____

Public History Internship (1 course)

HIST 6486 Taken (semester/year): _____

Non-Public History Electives (3 courses)

US History Elective: _____ Taken (semester/year): _____

Non-US History Elective: _____ Taken (semester/year): _____

Elective: _____ Taken (semester/year): _____

Capstone (Thesis / Project / Portfolio)

Defended (date): _____

Committee

Chair Member Member

Milestones

Year One:

- Complete core classes (if entered in fall semester; complete over three semesters if entered in spring).
- Identify your committee and submit the Committee Declaration Form.
- Identify your capstone (for example: thesis, exams, Public History project, Public History portfolio).

Year Two +:

- Complete your prospectus (depending on Capstone) and have it approved by your committee.
- Complete your elective courses.
- Complete your capstone.
- Complete your defense/exams.
- Complete all final paperwork (including ProQuest submission, if necessary, and UWG Graduation paperwork).

Major Dates:

Dates to Apply for Graduation

Fall: August 1.

Spring: October 1.

Summer: March 1.

ProQuest Deadline for Thesis Upload:

Spring: April 1

Summer: July 1.

Fall: November 1.

INSTRUCTIONS	CURRICULUM MAP - History M.A. Program									
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT/ SCHOOL	School of Humanities (CHASS)			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	
	PROGRAM:	History	COURSES		Conduct historical research	Formulate and defend a historical argument in Standard English	Demonstrate knowledge of historiography and its changes over time	Demonstrate knowledge of the theory and practice of public history [for public history track only]	Demonstrate practical knowledge of a subfield of public history [for public history track only]	
			1	HIST 6684	I	I	I, A			
			2	HIST 6694	I	I, A				
			3	HIST 6200		I		I, A	I	
			INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	HIST 5230	R	R	R	
				5	HIST 5250	R	R	R		
				6	HIST 5285	R	R	R		
				7	HIST 5310	R	R	R		
			REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	HIST 5385	R	R	R	
				9	HIST 5400			I		
				10	HIST 5401			R	R	
				11	HIST 5402			R	R	
				12	HIST 5403			R	R	
			MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	HIST 5404	R	R		
				14	HIST 5411	R	R	R		
				15	HIST 5412	R	R	R		
				16	HIST 5417	R	R	R		
				17	HIST 5418	R	R	R		
				18	HIST 5419	R	R	R		
				19	HIST 5420	R	R	R		
			**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20	HIST 5421	R	R	R	
				21	HIST 5422	R	R	R		
				22	HIST 5423	R	R	R		

			23	HIST 5424	R	R	R		
			24	HIST 5430	R	R	R		
			25	HIST 5432	R	R	R		
			26	HIST 5433	R	R	R		
			27	HIST 5436	R	R	R		
			28	HIST 5437	R	R	R		
			29	HIST 5440	R	R	R		
			30	HIST 5441	R	R	R		
			31	HIST 5443	R	R	R		
			32	HIST 5446	R	R	R		
			33	HIST 5451	R	R	R		
			34	HIST 5452	R	R	R		
			35	HIST 5453	R	R	R		
			36	HIST 5454	R	R	R		
			37	HIST 5455	R	R	R		
			38	HIST 5461	R	R	R		
			39	HIST 5463	R	R	R		
			40	HIST 5464	R	R	R		
			41	HIST 5465	R	R	R		
			42	HIST 5466	R	R	R		
			43	HIST 5467	R	R	R		
			44	HIST 5468	R	R	R		
			45	HIST 5469	R	R	R		
			46	HIST 5471	R	R	R		
			47	HIST 5472	R	R	R		

			48	HIST 5473	R	R	R		
			49	HIST 5474	R	R	R		
			50	HIST 5475	R	R	R		
			51	HIST 5476	R	R	R		
			52	HIST 5477	R	R	R		
			53	HIST 5478	R	R	R		
			54	HIST 5479	R	R	R		
			55	HIST 5485	R	R	R		
			56	HIST 5505	R	R	R		
			57	HIST 6101	R	R		R	
			58	HIST 6201				R	R
			59	HIST 6202				R	R
			60	HIST 6203				R	R
			61	HIST 6283	R	R	R	R	R
			62	HIST 6301				R	R
			63	HIST 6303				R	R
			64	HIST 6304				R	R
			65	HIST 6413	R	R	R		
			66	HIST 6481	R	R	R	R	R
			67	HIST 6486					R, A
			68	HIST 6580	R	R	R		
			69	HIST 6685	R	R	R		
			70	HIST 6686	R	R	R		
			71	HIST 6687	R	R	R		
			72	HIST 6688	R	R	R		

Embedded Certificate in Applied Data Analytics

2026-2027 Graduate New Program Request

General Information

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

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2026

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program. Master of Business Administration

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

School/ Department*

Richards College of Business

Department of Economics

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Embedded Certificate in Applied Data Analytics

Degree Type*

Graduate Certificate

Program Description* In the Graduate Certificate in Applied Data Analytics, students learn how to analyze large data sets and apply modern statistical techniques to solve real-world business problems. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Program Location*

Carrollton

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Required

ECON 5208 Introduction to Business Programming

Choose 2 of 4:

- ECON 5408 Advanced Visual Analytics**
- ECON 5475 Applied Econometrics and Analytics**
- ECON 6430 Business Cycles and Forecasting**
- MKTG 6868 Marketing Metrics**

Justification and Assessment

Rationale* This certificate offers current and future graduate students in the Richards College of Business at the University of West Georgia the option to pursue a specialty in Data Analytics while in the MBA program. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

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

1. Demonstrate proficiency in collecting, analyzing, and visualizing enterprise data using programming languages, applying appropriate techniques to support data-driven decision-making in business contexts.
2. Demonstrate the ability to identify, structure, and model decision problems across various business settings, utilizing analytical frameworks and tools to generate actionable insights and support strategic decision-making.

SACSCOC Substantive Change


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

Send questions to kylec@westga.edu

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

SACSCOC Comments The certificate proposed is consistent with the graduate programs we currently offer, and we already teach the courses included in the certificate. Within the USG, the University of Georgia and Georgia Tech offer similar certificates.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Program Map
Graduate Certificate in Applied Business Analytics

Semester	Courses	Credits
Fall	ECON 5208 Introduction to Business Programming	3
Spring	<i>Choose two</i> ECON 5408 Advanced Visual Analytics ECON 5475 Applied Econometrics and Analytics MKTG 6868 Marketing Metrics 6430 Business Cycles and Forecasting	6
	Total	9

Note: This program map is intended ONLY as a guide for students to plan their course of study.

Embedded Certificate in Cyber Security

2026-2027 Graduate New Program Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

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

If embedded, please list the parent program. Master of Business Administration

Routing Information

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

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

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

School/ Department*

Richards College of Business

Department of Management

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Embedded Certificate in Cyber Security

Degree Type*

Graduate Certificate

Program Description*

As cyber threats grow in complexity and frequency, the demand for skilled professionals who can prevent, detect, and respond to attacks has never been greater. The Graduate Certificate in Cyber Security teaches students the advanced technical skills and strategic insight needed to safeguard computer systems, networks, and sensitive data in today's digital landscape. The courses include hands-on technical training with leadership and management principles, giving graduates a competitive edge.

Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Program Location*

Carrollton

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Required:

CISM 5355 Cybersecurity Operations

Choose 2 of 4:

CISM 6410 Information Asset Protection and Risk Management

CISM 6420 Defensive and Offensive Security

CISM 6440 Cybersecurity and Cloud Computing

CISM 6460 Security Planning and Systems Management

Justification and Assessment

Rationale* This certificate offers current and future graduate students in the Richards College of Business at the University of West Georgia the option to pursue a specialty in Cyber Security while in the MBA program. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

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

1. Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security.
2. Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management and cryptography.
3. Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies.

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu

to this program*

- New instructional site at which more than 50% of program is offered
- None of these apply

SACSCOC Comments The certificate proposed is consistent with the graduate programs we currently offer, and we already teach the courses included in this certificate. Within USG, Georgia Tech offers a similar graduate certificate.

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 undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

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

4.) Curriculum Map Assessment


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


Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Program Map
Graduate Certificate in Cyber Security

Semester	Courses	Credits
Fall	CISM 5355 Cybersecurity Operations	3
Spring	<i>Choose two:</i> CISM 6410 Information Asset Protection and Risk Management CISM 6420 Defensive and Offensive Security CISM 6440 Cybersecurity and Cloud Computing CISM 6460 Security Planning and Systems Management	6
	Total	9

Note: This program map is intended ONLY as a guide for students to plan their course of study.

Embedded Certificate in Digital Marketing

2026-2027 Graduate New Program Request

General Information

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2026

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program. Master of Business Administration

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

School/ Department*

Richards College of Business

Department of Marketing and Real Estate

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Embedded Certificate in Digital Marketing

Degree Type*

Master of Business Administration

Program Description* The Graduate Certificate in Digital Marketing is designed to equip students with the essential knowledge and practical skills needed to thrive in today's fast-paced digital marketing landscape. The certificate provides a solid foundation in digital strategy, analytics, content creation, and campaign management, preparing students effectively engage audiences and drive results across digital platforms. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Program Location*

Carrollton

Newnan

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Required:

MKTG 6850 Analytical Methods in Marketing

Choose 2 of 3:

MKTG 5818 Business Web Design

MKTG MKTG 5810 Social Media and Online Marketing

MKTG 6815 Marketing Strategy

Justification and Assessment

Rationale* This certificate offers current and future graduate students in the Richards College of Business at the University of West Georgia the option to pursue a specialty in Digital Marketing while in the MBA program. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

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

1. Communicate at a professional level in oral presentations and in writing.
2. Work effectively with others and lead in organizational situations.
3. Identify how globalization affects organizations and their environment.
4. Recognize the importance of ethical decision-making.
5. Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

SACSCOC Substantive Change


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

Send questions to kylec@westga.edu

- 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 The certificate proposed is consistent with the graduate programs we currently offer, and we already teach the courses included in this certificate. Within the USG, Georgia Southern University offers a similar certificate through continuing education.

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 undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Program Map
Graduate Certificate in Digital Marketing

Semester	Courses	Credits
Spring	MKTG 6850 Analytical Methods in Marketing	3
Summer	Choose two: MKTG 5810 Social Media and Online Marketing MKTG 5818 Business Web Design MKTG 6815 Marketing Strategy (for non-business majors)	
	Total	9

Note: This program map is intended ONLY as a guide for students to plan their course of study.

Embedded Certificate in Sales and Consumer Research

2026-2027 Graduate New Program Request

General Information

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

Desired Effective Semester*

Spring

Desired Effective Year*

2026

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program. Master of Business Administration

Routing Information

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

School/ Department*

Richards College of Business

Department of Marketing and Real Estate

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

Program Information

Program Name* Embedded Certificate in Sales and Consumer Research

Degree Type*

Graduate Certificate

Program Description* The Graduate Certificate in Sales and Consumer Research is designed to provide student strategic and technical expertise needed to excel in sales management and consumer research area. This certificate offers a foundation in principles, tools, and techniques that empower professionals to understand consumer behavior, optimize engagement, and drive measurable business outcomes. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Program Location*

Carrollton

Newnan

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

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

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Choose 3 of 4:

MKTG 5805 Sales Management
MKTG 5864 Consumer Behavior
MKTG 6815 Marketing Strategy
MKTG 6850 Analytical Methods in Marketing

Justification and Assessment

Rationale* This certificate offers current and future graduate students at the University of West Georgia the option to gain a specialty in Sales and Consumer Research without completing all the courses required for the Master of Business Administration with the concentration in Sales and Consumer Research.

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

1. Communicate at a professional level in oral presentations and in writing.
2. Work effectively with others and lead in organizational situations.
3. Identify how globalization affects organizations and their environment.
4. Recognize the importance of ethical decision-making.
5. Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu

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 This certificate offers current and future graduate students in the Richards College of Business at the University of West Georgia the option to pursue a specialty in Sales and Consumer Research while in the MBA program. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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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 undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Program Map
Graduate Certificate in Sales and Consumer Research

Semester	Courses	Credits
Spring	MKTG 6850 Analytical Methods in Marketing MKTG 5864 Consumer Behavior	3-6
Summer	MKTG 6815 Marketing Strategy (for non-business majors) MKTG 5805 Sales Management	3-6
	Total	9

Note: This program map is intended ONLY as a guide for students to plan their course of study.

Teacher Education, M.A.T., Concentration in Elementary Education

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify. Admissions Criteria

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

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

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

Program Name
Program Description

Program Name* Teacher Education, M.A.T., Concentration in Elementary Education

Program ID - DO NOT EDIT* 4878

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Arts in Teaching with a concentration in Elementary Education is a 36-credit hour program of study delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades PK-5. This program leads to initial teacher certification in Georgia in grades PK-5. Students must be able to complete practicum and internship requirements for program completion within the state of Georgia.

Learning Outcomes:

The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).

The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning).

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies).

The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction).

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies).

The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment).

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).

The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

Status* Active-Visible Inactive-Hidden

Program Location*

Admission Requirements

- 2.7 undergraduate GPA and 3.0 graduate GPA (if applicable) and be in good academic standing are required for admission
- All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted
- Submit proof of GACE Ethics for Teachers-Test 351
- Students must be able to complete the year-long internship within the State of Georgia.
- Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

Internship: 3 Hours

ECED 6291 Elementary MAT Seminar & Internship

Comprehensive Exam

ECED 6289 Elementary MAT Comprehensive Exam

Required Professional Courses: 36 Hours

Students must complete all of the required courses for initial certification and graduation from the program.

CEPD 6101 Psychology of Classroom Learning
ECED 6111 Intro to Elementary Field Experience
ECED 6258 Teaching Social Studies and Literacy
ECED 6259 Teaching Science and Literacy
ECED 6263 Teaching Elementary Mathematics I
ECED 6266 Teaching Elementary Mathematics II
EDRS 6342 School and Classroom Assessment
READ 6263 Reading Instruction and Assessment II (3-5)
READ 7263 Comprehensive Language and

Literacy Assessments and Interventions
READ 6262 Reading Instruction and
Assessment I (PK-2)
ECED 6260 Classroom Management and
Practicum
SPED 6706 Special Education in the Regular
Classroom

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Rationale* We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

2026-2027 Graduate Revise Program Request

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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. Admissions Criteria

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Early Childhood through Secondary Education

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program Shared Core

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

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

Program Name

Program Description

Program Name* Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

Program ID - DO NOT EDIT* 4804

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. The MAT in Teacher Education is delivered fully online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades 6-12. The program is a good fit for those who are career changers, provisionally-certified teachers, or recent college graduates. Refer to the College of Education Department of Early Childhood through Secondary Education website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements

- Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.
- 2.7 undergraduate GPA and 3.0 graduate GPA (if applicable) and be in good academic standing are required for admission.
- All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted.
- Pass the GACE Content Assessment in the appropriate field to match the concentration.
- Submit proof of GACE Ethics for Teachers-Test 351.
- Students must be able to complete the year-long internship within the State of Georgia.
- Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

Professional Education Foundation: 15 Hours

SPED 6706 Special Education in the Regular Classroom
CEPD 6101 Psychology of Classroom Learning
SEED 6111 Introduction to the Secondary School Field Experience
SEED 7291 Classroom Instruction and Management
MEDT 6401 Instructional Technology
EDRS 6342 School and Classroom Assessment

Pedagogical Content Courses: 9 Hours

SEED 6261 Instructional Strategies for English Education in Secondary Schools
[Right] *

[Right] or

SEED 6262 Instructional Strategies for Social Studies Education in Secondary Schools
[Right] *

[Right] or

SEED 6263 Instructional Strategies for Science

Education in Secondary Schools

[Right]

*

[Right] or

**SEED 6264 Instructional Strategies for Math
Education in Secondary Schools**

[Right] *

[Right] or

[Before] Another approved graduate course in content
field instructional strategies* and

**SEED 6260 Instructional Strategies in
Secondary Schools Laboratory**

[Right] and

**MEDT 7461 Instructional Design in K-12
Environments**

[Right] or

CURR 6575 Curriculum Trends and Issues

[Right] or

**ECSE 7500 Diverse Classrooms in Global
Society**

[Right] or

ECSE 7560 Contemporary Issues in Education

[Right] or

ECSE 7564 Content Area Literacy Instruct

[Right] or

**SEED 7266 Advanced Instructional Strategies
for the 21st Century Classroom**

[Right] or

**ECSE 7566 Advanced Instructional Strategies
for 21st Century**

[Right] and

[After] Graduate Course in content area or content
pedagogy (may take ECSE 7564 or ECSE 7566 if
not taken above) 3

Internship: 6 Hours

Total Professional Education Courses: 30 Hours

*** Strategies course must match primary content area.**

Program Notes

All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.

With the advisor's permission, up to seven semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the student teaching internship courses.

Three hours of content has to match the GACE content area exam.

Content course must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.

Students must maintain a cumulative 3.0 GPA in graduate coursework.

Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 7289.

It is the candidate's responsibility to apply for graduation in a timely manner.

English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from 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.

Rationale* We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Pass the GACE Content Assessment in the appropriate field to match the concentration

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Post-Baccalaureate Certificate in College English Teaching

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify. Updating admission requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department School of Humanities

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

Is this a College of Education Program? Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program Program Shared Core

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

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

Program Name

Program Description

Program Name* Post-Baccalaureate Certificate in College English Teaching

Program ID - DO NOT EDIT* 4886

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Graduate Certificate

Program Description* The College English Teaching Certificate program provides advanced study in English pedagogy, literary studies and writing for those holding a bachelor's degree in English (or equivalent coursework). For current teachers and prospective English teachers already holding a master's degree in another field, this program allows students to earn the SACSCOC-mandated 18 graduate credit hours in-discipline required to teach English at technical colleges, in first-year writing courses, or in specialized secondary education contexts. The program also offers an opportunity for those without prior post-baccalaureate work to build on their undergraduate studies in English, either as a preface to pursuing an advanced degree in the field or as a means of professional development in the teaching field.

Course offerings in pedagogical, literary, and creative classes give students greater range and marketability as teachers. Further, the College English Teaching Certificate allows for salary growth for those already in the teaching profession.

Requirements: B.A. in English or equivalent coursework with a 3.0 in the major

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Pedagogy

Students will take six credit hours of ENGL 6301 (2 versions of the course, covering different topics)

ENGL 6301 Seminar in English Pedagogy

Literature and Writing

Students will take four additional 3-credit courses in literature and writing at the graduate level. At least ONE of these courses must be at the 6000-level.

ENGL 5000 Studies in British Literature I
ENGL 5002 Studies in British Literature II
ENGL 5003 Studies in American Literature I
ENGL 5005 Studies in American Lit. II
ENGL 5106 Studies in Genre
ENGL 5170 Studies in African-American Literature
ENGL 5180 Studies in Regional Literature
ENGL 5185 Studies in Literature by Women
ENGL 5188 Studies in Individual Authors
ENGL 5210 Advanced Creative Writing
ENGL 5295 Studies in Young Adult Literature
ENGL 5304 Advanced Writing in Disciplines
ENGL 5385 Special Topics
ENGL 6105 Seminar in British Literature I
ENGL 6110 Seminar in American Literature I
ENGL 6115 Seminar in British Literature II
ENGL 6120 Seminar in American Literature II
ENGL 6385 Seminar in Special Topics
ENGL 5108 Studies in the Novel
ENGL 5109 Film as Literature

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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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* The degree is designed for those who want to teach English at the introductory college level, and a candidate's success in the program is partly determined by their preparation for discipline-specific graduate level work in the field. Thus, we are adding the requirement that students wishing to pursue this certificate hold a BA in English with a 3.0 in the major; students without a BA in English may be admitted if they can present comparable coursework (determined by the program's admission committee) with a 3.0 average across those courses. This minimum standard will ensure that incoming students have the

background to succeed in graduate level literary analysis courses and the discipline-specific pedagogy courses required as part of the program.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments No changes to program content

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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4.) Curriculum Map Assessment

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

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

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

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

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



DATE: March 25, 2026

TO: Faculty Senate Graduate Programs Committee (GPC)

FROM: Dr. David Newton, on behalf of the WIC Faculty Committee

GPC Faculty Colleagues:

The following graduate courses were submitted by faculty to receive the Writing-intensive Course (WIC) High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Writing-Intensive Course Criteria](#) that was approved by the Faculty Senate in December 2025.

The following table indicates the recommended designations for each course. Following the [Writing-Intensive Course Criteria](#), each course receives one or more of the following attributes:

I. USG Primary Code (ZWIP): This is the USG-mandated code that means “Writing-Intensive course meets the institution’s criteria as a High Impact Practice for Writing-Intensive” (Appendix I). All approved undergraduate and graduate writing-intensive courses receive the USG attribute.

II. UWG Undergraduate-Level Code: In addition to receiving the USG WIC attribute (ZWIP), undergraduate core courses at the 1000- and 2000-level (WIC1) and undergraduate upper-division courses at the 3000- and 4000-level (WIC2) receive a secondary institutional attribute to assist UWG in tracking student progression in writing-intensive courses. Graduate courses only receive the USG attribute (ZWIP).

Banner Code	Designation
ZWIP	A graduate or undergraduate course that meets the institution’s criteria as a High Impact Practice for Writing-intensive (USG Attribute).
WIC1	A core-level undergraduate course (1000- or 2000 level) that meets UWG’s criteria as a High Impact Practice for Writing-intensive (UWG Attribute).
WIC2	An upper-level undergraduate course (3000- or 4000 level) that meets UWG’s criteria as a High Impact Practice for Writing-intensive (UWG Attribute).

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. Once approved by the faculty senate, these courses will be sent to the Registrar for coding. Upon request, syllabi and other information about the courses listed below can be provided.

Graduate Course	Name	College or School	All Sections	USG Attribute
ENGL 5109 Film as Literature	Angela Insenga	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5000 Studies in British Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5002 Studies in British Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5003 Studies in American Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5005 Studies in America Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5210 Advanced Creative Writing	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5304 Advanced Writing in the Disciplines	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5425 Dynamic Writing for Contemporary Audiences	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 5430 Ethics and Writing with AI	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6105 Seminar in British Literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6110 Seminar in British Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6115 Seminar in American literature I	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6120 Seminar in American Literature II	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6301 Studies in English Pedagogy	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
ENGL 6405 Telling and Selling Your Story	Maria Doyle	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP
HIST 6687 African American Religion	Larry Rivers	College of Humanities, Arts, and Social Sciences	All Sections	ZWIP

Addendum III

Action Item from Faculty Affairs Committee

Subcommittee Report on the UWG Policy Compliance Report on Personnel Action, Post-Tenure Review Procedures, Voluntary Resignation, and Faculty Absence

Approved by members of the FAC: 04/02/2026

Current Language and Revisions:

128 Resignation/Retirement Letters

Current

Faculty members intending to resign or retire should apprise the department chair of their intention as early as possible. The chair should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

Track changes

Any faculty member employed under written contract for the fiscal or academic year intending to resign or retire should apprise the direct supervisor of their intention at least 60 calendar days in writing. The direct supervisor should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

New language

128 Resignation/Retirement Letters

Any faculty member employed under written contract for the fiscal or academic year intending to resign or retire should apprise the direct supervisor of their intention at least 60 calendar days in writing. The direct supervisor should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

212 Faculty Absences

Current

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to [Section 3.4.4, Board of Regents Policy, University System of Georgia](#), one credit hour is defined as 750 minutes of instructional time).

Track Changes

- a. If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to [Section 3.4.4, Board of Regents Policy, University System of Georgia](#), one credit hour is defined as 750 minutes of instructional time).
- b. Any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, the direct supervisor must notify the faculty member in writing and give the faculty member an opportunity to respond in writing within 10 business days.
- c. Upon receipt of the faculty member's response, the chair and applicable dean will review the request and indicate whether they support the request before sending it to the provost for consideration. The provost has the final authority on granting exceptions.

New language

212 Faculty Absences

- a. If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to [Section 3.4.4, Board of Regents Policy, University System of Georgia](#), one credit hour is defined as 750 minutes of instructional time).
- b. Any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, the direct supervisor must notify the faculty member in writing and give the faculty member an opportunity to respond in writing within 10 business days.
- c. Upon receipt of the faculty member's response, the chair and applicable dean will review the request and indicate whether they support the request before sending it to the provost for consideration. The provost has the final authority on granting exceptions.

Revised Version (clean):

128 Resignation/Retirement Letters

Any faculty member employed under written contract for the fiscal or academic year intending to resign or retire should apprise the direct supervisor of their intention at least 60 calendar days in writing. The direct supervisor should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

212 Faculty Absences

- a. If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to Section 3.4.4, Board of Regents Policy, University System of Georgia, one credit hour is defined as 750 minutes of instructional time).
- b. Any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, the direct supervisor must notify the faculty member in writing and give the faculty member an opportunity to respond in writing within 10 business days.
- c. Upon receipt of the faculty member's response, the chair and applicable dean will review the request and indicate whether they support the request before sending it to the provost for consideration. The provost has the final authority on granting exceptions.

Addendum IV

UWG Faculty Senate Chair Policy from [Policies and Procedures](#) (pp. 19-22)

A. Composition of the Senate (Revised June 5, 2025)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;
4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio (nonvoting) member;
5. Duly elected senators will be apportioned to each college, school, and the Library, such that the number of Senators allocated to each of the above-mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Each college, school, or the Library is guaranteed 2 Senators regardless of size. Allocation of apportioned Senators will be determined by a vote of all full-time faculty within the college, school, and the Library. During reapportionment, current Senators will complete the portion of their term that comprises the academic year, and representation within an academic unit will be determined by that academic unit.
6. Executive Secretary

B. The Chair of the Faculty Senate

With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence; and mentoring the current Chair-Elect.

1. Eligibility In order to run for Chair-Elect of the Senate, a person must be a tenured full-time faculty member who has served in the Senate within the prior three years, and who is not currently Chair or Past Chair of the Senate

2. Election of the Chair of the Faculty Senate

At the March meeting of the Faculty Senate in the current Chair's first year in office, the Senate shall nominate at least ~~two (2)~~ one (1) qualified persons to stand for election as the next Chair-Elect. ~~In~~ In conjunction with the spring General Faculty Meeting the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. In the case of a single candidates, there will be an option to submit a vote of "no confidende". All ballots will specifically include an option for a write-in candidate. While it is preferred that more than one nominee stand, the necessity of ensuring the ongoing work of the Senate with a viable succession plan shall supersede this preference when necessary.

If the newly elected Chair-Elect is currently a member of the Senate, he or she will resign his or her Senate seat (and committee assignments) before assuming the role of the Chair-Elect and will be replaced by an election within the person's respective college or school.

3. Term of Office

The Chair-Elect of the Faculty Senate will begin service on June 1 following his or her election for a one-year term in that position. Consecutively, he or she will automatically serve a two-year term in office as Chair of the Faculty Senate, followed by a one-year term as Past Chair of the Faculty Senate if not re-elected as Faculty Senate Chair.

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

C. The Responsibilities of the Chair-Elect of the Faculty Senate

The Chair-Elect will serve as an *ex officio* member of the Faculty Senate for one year before taking office as Chair. While serving in the position, the Chair-Elect will learn the responsibilities of the Chair of the Faculty Senate and will be mentored by the current Chair.

Responsibilities for the Chair-Elect will include the following: attend monthly Faculty Senate meetings as an ex officio member; attend occasional President's Advisory Council (PAC) meetings; attend one state-level meeting for Faculty Senate leaders during the year. Should the Chair of the Faculty Senate be absent, the Chair-Elect shall preside. Should the position of the Chair of the Faculty Senate become vacant between elections, the Chair-Elect of the Faculty Senate shall fill the vacancy. Should the position of the Chair-Elect become vacant, the faculty Senate, with the guidance of the Executive Committee shall hold a special election within 30 days of the post becoming vacant following the same requirements of a regular election. If there is no nominee for Chair-Elect, an interim appointment is made at the discretion of the Executive Committee.

D. The Past Chair of the Faculty Senate

After the two--year term in office, the Chair of the Senate will serve a one (1) year term as Past Chair, an ex-officio (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

E. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.

1. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:

- a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-

senate university committees, task forces and search committees as may be needed; propose any 22 legislation to the Senate the Executive Committee may deem appropriate.

- b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
- c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
- d. Should the Senate Chair, Senate Executive Secretary, and/or Senate Parliamentarian be scheduled for earned research leave, obtain medical leave, or have family leave during their tenure in the position, the Faculty Senate Executive Committee will convene, discuss, and vote upon a replacement from their ranks or nominate and then vote upon a Candidate ~~from~~ from the full Senate. The replacement will receive any reassigned time and/or stipend typical of the office as the temporary-serving Senate officer.

2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the University, and the Provost of the University.