

Memorandum

To: General Faculty

Date: April 29, 2026

Regarding: Faculty Senate Agenda for May 1, 2026 in the Education Center, room 5

1. Call to Order
2. Roll Call
3. Minutes
 - A) The April 10, 2026 Faculty Senate Meeting Minutes were approved electronically on April 24, 2026.
4. Committee Reports

Information Items (Dylan McLean, Chair):

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

Committee III: Academic Policies Committee (Shelly Elman, Chair)

Action Items:

- A) Attendance Policy and Academic Engagement ([Addendum I](#))
 - 1) Discussion and vote on proposed revisions to Faculty Handbook and Undergraduate Catalog sections regarding academic engagement, the attendance-verification process, the semester timeline, and the reinstatement procedure.
- B) Graduate Faculty Status Policy ([Addendum II](#))
 - 1) Graduate Faculty Status at the University of West Georgia establishes a formal framework for authorizing faculty roles in graduate instruction, supervision, and research. The policy is intended to:
 - i. Ensure quality and consistency in graduate education.
 - ii. Align faculty permissions with credentials and institutional needs.
 - iii. Recognize differing forms of graduate contributions, including teaching, supervision, and research.
 - iv. Support equitable and sustainable workload practices across colleges.

- v. Advance the university's strategic goals for graduate education, scholarship, research, creative activity, and externally funded research.
- vi. Graduate Faculty Status is not a rank or reward; it is a designation that establishes specific graduate responsibilities and clarifies expectations associated with those responsibilities.

C) Accelerated Bachelor's to Master's (ABM) Degree Pathway Revision ([Addendum III](#))

- 1) Rationale: Additional language clarifies the timeline for automatic admission into the master's degree program following completion of the bachelor's degree. This clarification supports timely matriculation, ensures administrative feasibility, and promotes completion of the master's degree within the established time-to-degree limits (3–6 years, depending on the program).

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

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

A) College of Humanities, Arts, and Social Sciences

1) School of Visual and Performing Arts

a) [Art, 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. In the attached documents you will find a larger summary of the changes being made as well as the program maps for all of the ART concentrations. *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.

2) School of Social Sciences

a) [Embedded Certificate in Forensic Science](#)

Request: Revise Program

Anth 1105 Introduction to Biological Anthropology now has a lab component (Anth 1105L). It directly touches on Forensic Anthropology and Human Biological Variation and Evolution and is a well-suited introductory-level course alternative for students pursuing the Embedded Certificate in Forensic Sciences.

B) Tanner Health School of Nursing

1) [NURS - 4801 - Caring with Commitment: Nursing Roles in Long-term Care](#)

New Course Request

This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the first of a series of four courses that will meet this requirement of the grant.

2) [NURS - 4802 - Caring for the Acutely Ill](#)

New Course Request

This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the first of a series of four courses that will meet this requirement of the grant.

3) [NURS - 4803 - Caring for Communities](#)

New Course Request

This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the first of a series of four courses that will meet this requirement of the grant.

4) [NURS - 4804 - Caring for All](#)

New Course Request

This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the fourth in a series of four courses that will meet this requirement of the grant.

Information Items:

A) [XIDS 2002 Cornerstone Course Offerings](#): Approved by the committee.

B) Dr. Sarah Elias was approved as the next UPC Chair.

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

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

A) College of Education

1) Department of Special Education

a) [Specialist in Education, Ed.S.](#)

Request: Revise

The Specialist in Education, Ed.S., is adding a new Applied Behavior Analysis track and provides the opportunity for initial certification as a Board-Certified Behavior Analyst (BCBA). This track to the Ed.S. is being added to offer an innovative option for students who already hold a master's degree and are seeking

initial certification as a Board Certified Behavior Analyst (BCBA). The governing body for this credential (the Behavior Analyst Certification Board - BACB) has strict requirements for program structure as does the accrediting body (Association for Professional Behavior Analysts - APBA) that make offering a standalone certificate program or alternative program option not viable. The design of this program takes into account each of those respective requirements offering potential students seeking this initial certification an approved and recognized opportunity to do so. This is the only Ed.S. level ABA track in the USG. The Applied Behavior Analysis (ABA) Track requires 39 credit hours, can be completed in six semesters, and leads to level 6 upgrade and eligibility to sit for the National Board Certification exam in behavior analysis. The new track does require prior approval from SACSCOC for a Program Length Change because the Traditional track requires 27 total credit hours, while the new ABA track requires 39 (an increase of 44.4% or 12 credit hours is 12 which will take students more than one additional semester to complete). The ABA Track requires distinct program learning outcomes (PLOs) in order to meet professional accreditation requirements as it will be accredited by the Association of Professional Behavior Analysts (APBA) as an initial BCBA preparation program. These eleven PLOs specific to this track are stated in the Curriculog entry.

B) College of Humanities, Arts, and Social Sciences

1) School of Social Sciences

a) [PSYC - 6785A - Advanced Horizon Seminar](#)

Request: Add

This is a special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty.

b) [PSYC - 6785B - Advanced Horizon Seminar](#)

Request: Add

This is a special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty.

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

Addendum I

Academic Engagement Guidance for Roster Verification

UWG Financial Aid (Updated 08/20/2021; revised draft)

Clarification

Faculty should be aware of common points of confusion that may lead to misreporting:

- Logging into a course does not by itself count as academic engagement.
- Administrative communication about reinstatement does not by itself establish academic engagement.
- Communication counts only when it concerns academic matters related to the course.

Please read the descriptions below for what does and does not count as academic engagement.

Academic Engagement

Active participation by a student in an instructional activity related to the student's course of study that -

1. Is defined by the institution in accordance with any applicable requirements of its state or accrediting agency;
2. Includes, but is not limited to:
 - Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
 - Submitting an academic assignment;
 - Taking an assessment or an exam;
 - Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
 - Participating in a study group, group project, or an online discussion that is assigned by the institution; or
 - Interacting with an instructor about academic matters.

Academic Engagement Does Not Include

- Living in institutional housing;
- Participating in the institution's meal plan;
- Logging into an online class or tutorial without any further participation; or
- Participating in academic counseling or advisement.

Academic Engagement for Online Students Includes

***Logging into a course is not considered “attending.”** Attendance confirms that the student is actively engaging in the course.

- Student submission of an academic assignment,
- Student submission of an exam,
- Documented student participation in an interactive tutorial or computer-assisted instruction,
- A posting by the student showing participation in an online study group that is assigned by the institution,
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Issues

1. UWG has not consistently used the correct definition of academic engagement in a process tied to Title IV-based academic-engagement reporting and may have reinstated students who never made academically relevant engagement. In particular, Registrar communication stating that an email to the Registrar with the instructor copied is sufficient for *reinstatement* indicates that reinstatement has been permitted on the basis of administrative communication rather than documented academic engagement. In this report, *reinstatement* refers to reinstatement after a non-attendance or roster-verification drop, not reinstatement used for other purposes.
2. UWG has allowed reinstatement at various points in the semester, apparently without a consistent requirement for instructor approval, even when students may already be too far behind to succeed in the course.
3. The current reinstatement practice may rely in part on the assumption that if a student has been paid or billed for the course, the student should be reinstated upon request. However, this rationale does not appear to have a clear legal basis, especially in cases involving Title IV. Payment is not the same as academic engagement, and the two should not be treated as interchangeable.
4. The timeline for tuition/payment, roster verification, dropping, financial-aid cutoff dates, and reinstatement appears misaligned. This creates avoidable confusion for students, faculty, the Registrar's Office, and Financial Aid. Please see the table below for a comparison between UWG and Georgia Southern.

	UWG Current	Georgia Southern
Class starts	Jan 10	Jan 12
Add/Drop with Refund	Jan 10-16	Jan 12-15
Fee payment deadline	Jan 20 (No Friday or holiday deadline)	Jan 12 (same as the start date)
Roster verification	Jan 29-Feb 3	Jan 12-16 (Until one day later than add/drop)
Pell freeze date	Feb 5	Jan 16
Reinstatement	Until last day to drop with W	about one week for reinstatement (older internal source; current public deadline not confirmed)

5. Pell eligibility for that course is not restored after the freeze date unless the case is treated as an institutional error, creating a disconnect between academic reinstatement and financial-aid treatment. However, reinstated students may not have been clearly informed that reinstatement does not itself restore financial-aid coverage.
6. UWG appears to lack a single, clearly documented process for distinguishing between true institutional error and discretionary reinstatement. Instead, the outcome appears to depend on documentation and communication across multiple offices, which may lead to

inconsistency and confusion and may result in similarly situated students being treated differently.

7. The absence of a clear and uniform procedure may expose the university to preventable disputes with students about billing, aid, reinstatement, and responsibility for late academic non-participation.

Recommendations

These recommendations are intended to align the definition of academic engagement, the attendance-verification process, the semester timeline, and the reinstatement procedure so that academic, administrative, and financial-aid decisions operate consistently.

1. Use a single, clear definition of academic engagement across all relevant University documents and processes, including [Faculty Handbook](#), [Undergraduate Catalog](#), [Faculty Guide to Attendance/Roster Verification](#), and related materials. In particular:
 - a. The definition should align with the Title IV-based standard used for roster verification and should clearly distinguish academic engagement from administrative communication regarding reinstatement.
 - b. The definition should also be clearly distinguished from an instructor's own attendance policy. For roster-verification purposes, an instructor should not report a student as not attending if the student has completed an academically relevant activity that meets the academic-engagement standard, even if the student is not in compliance with the course attendance policy.
 - c. The policy should also state clearly that, for roster-verification purposes, each course must include some academically related activity or other qualifying method through which academic engagement can be established before the roster-verification period. The specific form of such activity may vary by course or discipline, but it must provide a basis for verification consistent with the Faculty Guide to Attendance/Roster Verification, which is aligned with the Title IV-based standard.

Rationale for unification of definition and implementation:

A single definition is necessary because roster verification is tied to a Title IV-based standard of academic engagement, whereas faculty attendance policies may serve different purposes. Clear alignment across University documents would reduce confusion and help ensure that similar cases are treated consistently. In addition, unifying the definition alone may not be sufficient if some courses do not naturally generate qualifying evidence of academic engagement before the verification deadline. Stating clearly that academic engagement must be established before the roster-verification period would make the University's expectation more operational and better support compliance in practice.

2. Revise the timeline so that fee payment is due before or on the first day of the semester, attendance verification occurs shortly after the end of the add/drop period, and any petition for reinstatement after removal through roster verification must be submitted within 7 calendar days of the drop notice. This would reduce late reinstatement requests and help ensure that students return to class, if permitted, before they fall too far behind. It would also better align payment, roster verification, financial-aid processing, and reinstatement.

Rationale for timeline revision:

The current timeline places roster verification, financial-aid cutoff dates, and reinstatement too late in the semester, which increases confusion and makes timely correction more difficult. Because students can change their schedules during drop/add week, rosters will not be set until the add/drop period ends. Therefore, roster verification may need to occur shortly after the end of the add/drop period rather than during it. Even so, an earlier attendance-verification process and a limited reinstatement window would better align academic, administrative, and financial-aid decisions and reduce late reinstatement disputes.

Additional rationale regarding reinstatement:

The current reinstatement practice may rely in part on the assumption that a student who has been paid or billed should be reinstated upon request. However, payment alone does not establish academic engagement and should not be treated as sufficient grounds for reinstatement, especially in a process tied to Title IV-based reporting. If reinstatement is allowed, it should be based on clearly defined institutional criteria, within a short deadline, and with clear notice to the student about any financial-aid consequences.

3. Require a single documented reinstatement process for students seeking reinstatement after being removed from a course as a result of roster verification. In particular:
 - a. Students should complete a standard request form and explain how they academically engaged before the roster-verification period ended.
 - b. The form should clearly state that reinstatement does not itself restore financial-aid eligibility unless the case is treated as an institutional error involving misreporting of attendance despite prior academic engagement.
 - c. The form should state that the student requesting reinstatement understands the academic risks of late or missing work and missed course information and accepts that responsibility.
 - d. The form should include an instructor certification, with signature, stating whether the student had academically engaged before roster verification and whether the instructor agrees that the student was mistakenly reported as not attending. The signed form should then be returned to the Registrar's Office for processing.
 - e. Students should submit the reinstatement request within 7 calendar days of the drop notice.
 - f. If the instructor does not agree that there was a reporting error and the student appeals, the case should be handled by the associate dean or designee in consultation with the Registrar's Office and Financial Aid.

Rationale for reinstatement process:

A single reinstatement form is important because it helps distinguish prior academic engagement from later communication about attendance or reinstatement and provides a more consistent process across the university. Under the Title IV-based standard already reflected in UWG's Faculty Guide, academic engagement must involve active participation in an instructional activity related to the student's course of study. A student's statement that they will attend, participate, or complete work in the future does not show that such engagement occurred before the roster-verification deadline. This is

especially important because UWG's current handling of reinstatement appears to vary across cases and offices, creating inconsistency and confusion about what counts as academic engagement, when reinstatement is appropriate, and how institutional error should be determined. The form therefore requires documentation of prior engagement, instructor certification, and a clear appeal path for disputed cases.

Proposed Actions for Recommendations

Action for Recommendation #1: Changes for Policies and Forms

Faculty Guide to Attendance/Roster Verification

([https://www.westga.edu/assets/registrar/docs/Faculty Guide to Attendance Roster Verification 1.29.24.pdf](https://www.westga.edu/assets/registrar/docs/Faculty_Guide_to_Attendance_Roster_Verification_1.29.24.pdf))

- Reorganize and retitle the current section on academic engagement in the Faculty Guide. The section now titled “Last Date of Attendance Guidance per the Department of Education / UWG Financial Aid” should be moved so that it appears before the step-by-step roster-verification procedures, since it provides the reporting standard faculty should use in deciding whether a student should be marked as not attending. It should also be retitled more clearly, such as “Academic Engagement Guidance for Roster Verification,” because the current title does not accurately reflect the content of the section. Any such revision should also include corresponding updates to the table of contents and page references.
- Add a short clarification section at the beginning of the revised “Academic Engagement Guidance for Roster Verification,” before the Title IV-based language and examples, such as: “Faculty should be aware of common points of confusion that may lead to misreporting. Logging into a course does not by itself count as academic engagement. Administrative communication about reinstatement does not by itself establish academic engagement. Communication counts only when it concerns academic matters related to the course.” It should conclude with a sentence such as: “Please read the descriptions below for what does and does not count as academic engagement.”

[Prototype for “Academic Engagement Guidance for Roster Verification”:
Academic Engagement Guidance Revised.docx](#)

Faculty Handbook

(<https://uwg.policystat.com/policy/18255799/latest/>)

202 Record of Student Absences/Attendance

All faculty (teaching face-to-face and/or online courses) shall state their attendance expectations and requirements in the syllabus. ~~Instructors of online courses should define attendance based upon students accessing the course via the online platform or by other action as specified by the instructor.~~ [Instructors of online courses should define in the syllabus the actions students must take to satisfy course attendance requirements at the beginning of the term and throughout the semester.](#)

Course attendance requirements are distinct from roster verification. For roster-verification purposes, the University uses an academic-engagement standard, meaning participation in academically relevant course activity as described in University policy and the Faculty Guide to Attendance/Roster Verification. Roster-verification status depends on whether a student has engaged in qualifying academic activity under that standard.

Faculty must accurately identify, prior to the roster-verification deadline, students who ~~never attended the course prior to the deadline for roster verification~~ should be reported as not attending because they have not established academic engagement in the course, consistent with the Faculty Guide to Attendance/Roster Verification. Faculty wishing to drop a student during the Drop/Add period must contact the Registrar's Office.

A student who is removed from a course as a result of roster verification may seek reinstatement only through the University's documented reinstatement process. Any petition for reinstatement must be submitted within 7 calendar days of the drop notice. Reinstatement is appropriate only in circumstances permitted by University procedure, such as administrative or reporting error.

Per the Class Roster (203) policy, faculty must indicate on each class roster the attendance of all students. For roster-verification purposes, attendance reporting should be based on the academic-engagement standard and guidance described in the Faculty Guide to Attendance/Roster Verification. Accurate attendance information is important for a variety of stakeholders, including Financial Aid (accuracy of aid issued and Title IV regulations), Student Affairs (housing, health services, etc.), and Business and Finance (withdraw refunds).

Verification of attendance is also important because grades of I, U, or F require entering a last date of attendance per the Registrar's Office. Faculty will not be able to submit grades until this field is populated for these grades (I, U, or F). All other grades (A-D or S) do not require a last date of attendance.

Excused absences: Students are encouraged to vote in all federal, state, and local elections. Board of Regents' policy states: "A student whose class schedule would otherwise prevent them from voting will be permitted an excused absence for the interval reasonably required for voting" (BOR Minutes, 1977-78, p. 245) (Section 4.1.3, *Board of Regents Policy Manual, University System of Georgia*).

Undergraduate Catalog

(<https://www.westga.edu/assets/registrar/docs/catalogs/pdfs/undergraduate-catalog-25-26.pdf>)

Class Absence (p. 71)

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first-class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for their courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

However, attendance expectations during the Drop/Add Period and course attendance policies are distinct from roster verification. For roster-verification purposes, the University uses an academic-engagement standard, meaning participation in academically relevant course activity as defined by University policy. Compliance or noncompliance with a particular attendance requirement does not by itself determine roster-verification status.

If a student is removed from a course through roster verification, any request for reinstatement must be submitted within 7 calendar days of the drop notice, in accordance with University reinstatement procedures.

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions, musical/theatrical/art performances or exhibitions associated with a degree program, debate competitions, and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor. However, instructors should be aware that students missing classes for university sponsored activities or religious holidays should be given all appropriate courtesies and opportunities to make up missed work. Students are responsible for alerting their professors about any expected absences prior to those absences

Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.

Action for Recommendation #2: Proposed Timeline

	UWG Current	UWG Proposed
Class starts	Jan 10	Jan 10
Add/Drop with Refund	Jan 10-16	Jan 10-16
Fee payment deadline	Jan 20 (No Friday or holiday deadline)	Jan 10 (first day of class)
Roster verification	Jan 29-Feb 3	Jan 20-22 (the three days immediately after add/drop ends)
Reinstatement	Until last day to drop with W	Within 7 calendar days of drop notice

The proposed dates are intended as a model for how the timeline could be better aligned. Exact dates may need to be adjusted in consultation with the Registrar’s Office and Financial Aid.

Action for Recommendation #3: Reinstatement Form Prototype

Reinstatement Request Following Attendance Verification

Deadline: This request must be submitted within **7 calendar days of the drop notice** resulting from attendance verification.

- Date of drop notice: _____
- Petition deadline: _____
- Date request received: _____

Student Information

- Student name: _____
- Student ID number: _____
- UWG email: _____
- Phone number: _____

Course Information

- Course prefix and number: _____
- Section/CRN: _____
- Course title: _____
- Instructor name: _____
- Semester/term: _____

Student Statement of Prior Academic Engagement

To be considered for reinstatement, the student must explain how they academically engaged in the course before the roster-verification period ended. Please note that communication about reinstatement or a statement that the student plans to attend, participate, or complete work in the future is not sufficient.

Please describe the academically relevant activity you completed before the roster-verification deadline. Include dates and any available documentation.

Please check any that apply and attach supporting documentation if available:

- Submitted an academic assignment
- Took an assessment or exam
- Participated in an assigned discussion or other assigned course activity
- Interacted with the instructor about academic matters related to the course
- Other academically relevant activity: _____

Date(s) of academic engagement: _____

Documentation attached:

- Screenshot from course site
- Assignment submission record
- Email about academic course content
- Other: _____

Important Notice Regarding Financial Aid

Reinstatement in a course does not by itself restore financial-aid eligibility for that course. Financial-aid eligibility may be restored only if the case is determined to involve institutional error, such as misreporting of attendance despite prior academic engagement.

Student Acknowledgment of Academic Risk

By signing below, I understand that if I am reinstated, I may have missed course content, assignments, announcements, or other important information. I understand that reinstatement does not guarantee extensions, make-up work, or restoration of financial-aid eligibility. I accept responsibility for the academic risks associated with reinstatement.

Student signature: _____

Date: _____

Instructor Certification

To be completed by the instructor.

Based on my records, the student:

- Did academically engage in the course before the roster-verification deadline.
- Did not academically engage in the course before the roster-verification deadline.

If yes, please identify the academic engagement and date(s):

In my judgment, the student was mistakenly reported as not attending:

Yes

No

Additional comments, if needed:

Instructor name: _____

Instructor signature: _____

Date: _____

Registrar's Office Action

Reinstatement approved

Reinstatement denied

Date processed: _____

Processed by: _____

Appeal Information

If the instructor does not agree that there was a reporting error and the student appeals, the case will be reviewed by the associate dean or designee in consultation with the Registrar's Office and Financial Aid.

Appeal Review

Appeal submitted

Date of appeal: _____

Decision of associate dean/designee:

Approved

Denied

Comments:

Associate dean/designee name: _____

Signature: _____

Date: _____

Consultation completed with:

Registrar's Office representative: _____

Financial Aid representative: _____

Addendum II

University of West Georgia

Graduate Faculty Status Policy

I. Purpose and Scope

Graduate Faculty Status at the University of West Georgia establishes a formal framework for authorizing faculty roles in graduate instruction, supervision, and research. The policy is intended to:

1. Ensure quality and consistency in graduate education
2. Align faculty permissions with credentials and institutional needs
3. Recognize differing forms of graduate contributions, including teaching, supervision, and research
4. Support equitable and sustainable workload practices across colleges
5. Advance the university's strategic goals for graduate education, scholarship, research, creative activity, and externally funded research

Graduate Faculty Status is not a rank or reward; it is a designation that establishes specific graduate responsibilities and clarifies expectations associated with those responsibilities.

II. Guiding Principles

1. Graduate teaching, graduate supervision, and graduate research represent distinct forms of academic labor and shall be treated as such.
2. Graduate Faculty Status authorizes activity; it does not by itself guarantee workload adjustments.
3. Workload recognition occurs through outcome-based review rather than automatic formulas.
4. Assignment of teaching and supervision responsibilities remains under the authority of department chairs, directors, and academic deans.
5. Graduate Faculty Status categories are application-based, time-limited, and revocable.
6. Policies shall be scalable across colleges with differing graduate missions and enrollment profiles.

III. Overall Benefits of Graduate Faculty Status

1. Authorization to teach and/or supervise graduate-level work as defined by role
2. Formal recognition of graduate contributions in workload and annual review
3. Eligibility for graduate-related professional development opportunities as available
4. Priority consideration for graduate-focused instructional and research support as available
5. Inclusion in graduate faculty governance and program development at the College and Department level as relevant to the individual unit

6. Eligible to serve on the Graduate Faculty Council as part of an advisory group to the Dean of the Graduate School

III. Graduate Faculty Status Categories

The University recognizes four categories of Graduate Faculty Status:

Graduate Faculty Category	Primary Purpose	Core Focus	Typical Activities	What This Status Is Not
Graduate Teaching Faculty (GTF)	Ensure high-quality graduate instruction	Teaching	Teaching graduate courses; mentoring students through coursework	Not responsible for chairing theses/dissertations; not supervising GRAs; not a research designation for graduate faculty status
Graduate Teaching and Supervising Faculty (GTSF)	Ensure quality and consistency in graduate student outcomes	Teaching, supervision and mentoring	Supervising theses, dissertations, applied projects, and capstones; academic oversight of part-time capstone instructors; supervising GTAs	Not required to maintain a funded research agenda for graduate faculty status; not supervising GRAs unless elevated to GRF
Graduate Research Faculty (GRF)	Advance faculty-led research that includes graduate student mentorship	Research mentorship	Mentoring graduate students as researchers; supervising Graduate Research Assistants (GRAs); integrating graduate students into funded or unfunded research agendas	Not required for faculty to conduct research; not applicable when graduate students are not part of the research role
Graduate Affiliate Faculty	Provide instructional or professional expertise in limited, defined roles	Specialized teaching support	Teaching designated graduate courses; facilitating capstone courses under academic oversight; serving as committee members by exception	Not supervising GTAs or GRAs; not a pathway to workload release

A. Graduate Teaching Faculty (GTF)

Role Definition

Graduate Teaching Faculty are authorized to teach graduate-level courses and contribute to graduate instruction. Any graduate students serving as GTAs teaching graduate courses would need to qualify for Graduate Teaching Faculty status.

Permissions and Direct Benefits

- Teach graduate courses
- Participate in graduate curriculum development as assigned
- Eligibility for graduate teaching PD funds (pedagogy, assessment, accreditation) as available from the Graduate School.

Limitations

- May not supervise theses, dissertations, applied doctoral projects, or capstones
- May not supervise Graduate Teaching Assistants (GTAs)
- May not supervise Graduate Research Assistants (GRAs)

Expectations

- Primary responsibility is instructional delivery
- No research or supervision expectations are implied by this status

Term and Review

- Appointment for up to five years
- GTF review shall be based on discipline-appropriate evidence evaluated at the department and college level.
- Status may be revoked if the faculty member does not teach graduate courses for two academic years
- Reapplication is required if graduate teaching resumes

Eligibility

A faculty member is eligible to apply for Graduate Teaching Faculty status if they meet **one** of the following:

1. **Full-time faculty appointment** in a teaching-focused or instructional role, including:
 - tenure-track faculty
 - career-track faculty
 - lecturers or clinical faculty with assignment to teach graduate-level courses

OR

2. Graduate students or post-baccalaureate instructors approved to teach graduate-level courses, when:
 - they are the instructor of record, or
 - they are teaching under departmental and graduate school approval

Additional Requirements

- Appropriate terminal degree or credentials for the discipline or
- In the case of graduate students:
 - demonstrated subject-matter expertise
 - documented instructional preparation
 - designated faculty oversight

Explicit Exclusions

- Adjunct or part-time faculty not assigned graduate teaching

- Individuals whose role does not include graduate instruction
-

B. Graduate Teaching and Supervising Faculty (GSF)

Role Definition

Graduate Supervising Faculty are authorized to provide instructional oversight of culminating graduate student work.

Permissions and Direct Benefits

- Chair and supervise master's theses, dissertations, applied doctoral projects, and capstones
- Serve as primary graduate advisors
- Supervise Graduate Teaching Assistants (GTAs)
- Provide academic oversight for part-time or affiliate faculty teaching capstones or student projects
- GSF may provide academic oversight and quality assurance for part-time capstone instructors to ensure consistency of expectations, assessment, and grading.
- Eligibility for **Graduate Teaching Assistants (GTAs)** tied to supervision needs
- Priority access to **professional development funds** related to supervision, mentoring, and assessment as available by the Graduate School
- Priority consideration for **graduate recruitment funds** tied to program growth or student yield as available by the Graduate School
- Formal recognition of supervision activity as a workload review trigger

Explicit Exclusions

- May not supervise Graduate Research Assistants
- May not supervise students employed on externally funded research agendas

Expectations

- Teaching as required by the College or Department
- Responsible for academic quality, mentoring, and timely progression of supervised students

Term and Review

- Appointment for up to five years
- GSF review shall be based on discipline-appropriate evidence evaluated at the department and college level.
- Status may be revoked if no graduate supervision activity occurs for two consecutive academic years
- Renewal includes review of supervision activity and outcomes

Eligibility

A faculty member is eligible to apply for Graduate Teaching and Supervising Faculty status if they:

- Hold a full-time faculty appointment, and
- Are assigned responsibility for supervision of:
 - theses
 - dissertations
 - applied doctoral projects
 - capstones or culminating graduate experiences
 - Graduate Teaching Assistants
- Demonstrated competency for graduate supervision through:
 - prior committee service
 - mentoring experience
 - discipline-appropriate scholarly or professional expertise
 - Other criteria deemed appropriate by the college or department

Explicit exclusions

- Part-time or adjunct faculty
- Graduate students
- Individuals without primary responsibility for graduate student outcomes

C. Graduate Research Faculty (GRF)

Role Definition

Graduate Research Faculty are authorized to lead and sustain research and scholarly activity, funded or non-funded, *that actively involves and mentor's graduate students as researchers*. This designation represents the highest level of Graduate Faculty Status.

Graduate Research Faculty status is intended to recognize and authorize faculty whose primary graduate role includes mentoring graduate students as researchers within faculty-led research or scholarly agendas.

Faculty may engage in research and scholarly activity, funded or unfunded, without holding Graduate Research Faculty status. Graduate Research Faculty status is required only when faculty-led research involving graduate students constitutes a primary mentoring or supervisory responsibility, including supervision of Graduate Research Assistants (GRAs) or formal mentorship of graduate students in faculty-directed research.

Permissions and Direct Benefits

- All permissions of Graduate Teaching and Supervising Faculty
- Supervision of Graduate Research Assistants (GRAs)
- Leadership of research activity involving graduate students, including externally funded projects and unfunded scholarly agendas
- Integration of graduate students (master's and doctoral, as applicable) into faculty-led or collaborative research agendas
- Priority for GTAs and GRAs aligned with funded or mentored research
- Priority access to **travel funds** for graduate research dissemination
- Eligibility for **course releases or workload adjustments** tied to:
 - funded research involving graduate students,
 - concentrated doctoral supervision,
 - or documented research productivity
- Priority consideration for **graduate recruitment funds** aligned with research growth

Expectations

- Sustained or emerging research productivity at a high level appropriate to and connected with graduate student research
- Active or planned pursuit of external funding involving graduate students
- Mentorship of graduate researchers in research or scholarly inquiry aligned with an approved graduate research mentoring plan
- Other expectations as determined by the college and department

Automatic Elevation

- A faculty member holding GTF or GTSF status who is awarded external funding requiring GRA supervision shall be elevated to GRF status upon grant approval, for the duration of the funded activity or until reviewed.

Term and Review

- Appointment for up to five years
- GRF review shall be based on discipline-appropriate evidence evaluated at the department and college level.
- Status may be revoked if:
 - Research or creative activity has no meaningful evidence of graduate student research mentorship over the annual review period,
 - The faculty decides they no longer wish to mentor graduate research assistants as part of their research agenda, or
 - The approved research plan is not meaningfully pursued as determined by the college or department.

Eligibility

A faculty member is eligible to apply for Graduate Research Faculty status if they:

- Hold a **full-time faculty appointment**, and
- Are expected to lead or contribute to research involving graduate students

Required Evidence

1. Demonstrated or promising research trajectory as determined by the college or department
2. Research plan including graduate student integration

Explicit Exclusions

- Part-time faculty
 - Faculty without research expectations
 - Individuals not authorized to supervise GRAs
-

D. Graduate Affiliate Faculty

Role Definition

Graduate Affiliate Faculty provide instructional support for graduate programs on a part-time, visiting, or external basis.

Permissions

- Teach designated graduate courses
- Serve on graduate committees by exception and with approval
- Facilitate or guide student capstone work under the academic oversight of a designated Graduate Supervising Faculty member

Limitations

- Maximum teaching load of two courses per semester
- May not serve as the academic chair or primary supervisor for:
 - theses,
 - dissertations,
 - applied projects,
 - capstones
- May not supervise GTAs or GRAs

Term and Review

- Appointment for one to three years
 - Renewable based on instructional need and performance
-

IV. Application, Appointment, and Revocation

1. All Graduate Faculty Status appointments are application-based.
 2. Applications are evaluated based on credentials, role expectations, and institutional, college, and departmental needs.
 3. Appointments require endorsement by the department chair or director and approval by the dean.
 4. Initial review by the department should occur at the time of hiring to determine the faculty member's qualifications to teach, supervise, and/or conduct research.
 5. All statuses are subject to periodic review and may be revoked when expectations are no longer met.
 6. Revocation of status does not constitute disciplinary action and does not affect faculty rank or tenure.
 7. Requests are first evaluated by the Department, approved by the Dean, verified by the Graduate School, and appointed by the Provost.
-

V. Workload Recognition and Equity Framework

Workload review triggers begin with departments and/or colleges to initiate a discussion; graduate faculty status does not mandate course releases, compensation, or other adjustments. Chairs, directors, and deans retain authority to assign supervision and determine workload adjustments.

1. Graduate Faculty Status authorizes activity but does not automatically alter workload.
2. Triggering activity may include, but is not limited to, patterns of graduate level work that significantly exceed typical expectations within a college, department, or discipline.

Potential examples include:

- Sustained high course enrollments relative to college or institutional medians or otherwise determined by the college
 - Courses characterized by intensive writing, feedback, or individualized mentoring
 - Number, phase, and intensity of supervised graduate students (e.g., proposal stage vs. completion stage)
 - Chairing versus serving as a member on thesis, dissertation, or applied project committees
 - Supervision of Part-time faculty, Graduate Teaching Assistants (GTAs) or Graduate Research Assistants (GRAs)
 - Concentrated periods of doctoral completions or grant-related graduate mentoring activity
3. Graduate course enrollments vary significantly across programs and colleges. When a faculty member's assigned graduate course enrollments consistently exceed institutional or college-level norms, a workload review should be initiated.

4. Each college, department, or discipline determine potential enrollment triggers. As a guideline (but not required), sustained enrollments approximately 1.5 times institutional or college medians may prompt review, but this is determined locally within each unit.
 5. Supervision (i.e., capstone, dissertations, theses, GTA, etc.) workload review may consider sustained supervisory activity not just upon completion.
 6. Workload adjustments may include, but are not limited to:
 - Course releases
 - Redistribution of supervision
 - Adjustment of teaching mix
 - Delayed acceptance of new supervisees
 - Other options deemed appropriate by Academic Deans and Department Chairs
 7. All determinations regarding workload adjustments rest with department chairs and academic deans. The Graduate School's does not have a role with workload assignments.
-

VI. Graduate Assistantships

1. Graduate faculty status does not preclude graduate faculty from having general graduate assistants commonly referred to as “GA”.
 - a. The general graduate assistantship does not apply and can be supervised by anyone except for affiliate graduate faculty.
2. Each level of graduate faculty status ties a specific GA type to their role.
 - a. Graduate Teaching Assistants are permissible with Graduate Supervisory Status
 - b. Graduate Teaching Assistants and Graduate Research Assistants are permissible with Graduate Research Status

VII. Special Provisions

Capstone Instruction

Part-time or affiliate faculty may teach graduate capstone courses under the academic oversight of a designated Graduate Supervising Faculty member.

VIII. Governance and Implementation

1. The Graduate School shall provide general and broad oversight and maintain records of Graduate Faculty Status appointments with Colleges and Departments determining initial graduate faculty needs.
2. The Graduate Programs Committee (GPC) and the Academic Programs Committee serve in an important advisory capacity to the Graduate School to review annual reports on graduate faculty standing, outcomes, and to update this policy on a regular basis.

3. Colleges and Departments shall conduct annual reviews of graduate faculty activities for planning and equity purposes during the typical annual evaluation period.
4. Colleges and Departments determine the role graduate faculty status has in promotion and tenure, if any.
5. This policy shall commence at the beginning of Fall 2026.
6. During the AY27 period, data on workload, supervision, enrollments, and outcomes shall be reviewed to inform future refinements.

DRAFT

Addendum III

Policy: Accelerated Bachelor's to Master's (ABM) Degree Pathway

Action: Revision

Rationale: Additional language clarifies the timeline for automatic admission into the master's degree program following completion of the bachelor's degree. This clarification supports timely matriculation, ensures administrative feasibility, and promotes completion of the master's degree within the established time-to-degree limits (3–6 years, depending on the program).

Current policy:

The Accelerated Bachelor's to Master's (ABM) degree pathway at the University of West Georgia enables outstanding undergraduate students to begin earning credit toward a master's degree while completing their bachelor's degree. This pathway allows students to count up to 12 credit hours toward both degrees, offering significant cost savings and a shorter time to complete the master's degree.

An ABM pathway may follow either a direct alignment (e.g., Undergraduate Major: English - M.A. English) or an indirect alignment (e.g., Undergraduate Major: English - MBA Business Administration), providing flexibility for students to pursue relevant educational advancements based on their career goals and skill-building priorities. Acceptance into an ABM pathway is facilitated in collaboration with applicable departments and faculty.

Regardless of whether the ABM pathway is direct or indirect, it is essential to ensure that course outcomes are clearly aligned or provide a robust justification of how the graduate program's outcomes build upon and achieve the competencies and learning objectives established at the undergraduate level. This alignment ensures educational progression and coherence between the two degree levels.

For courses counted at the undergraduate level, no justification is required if the graduate courses represent more advanced topics directly aligned with the undergraduate content (e.g., HIST 4000 - American History to HIST 6000 - American History) or the graduate course replaces an elective at the undergraduate level. However, nontraditional alignments, such as an English undergraduate student seeking to replace a core course with a business course, will require a justification within the application to clearly demonstrate how the graduate course outcomes satisfy the undergraduate course outcomes.

With approval from the undergraduate program coordinator, chair, or assistant chair, and graduate program coordinator, an undergraduate student admitted to an ABM pathway may take up to 12 credit hours of approved graduate-level courses distributed across multiple semesters. These credits can be applied toward both the bachelor's and master's degree requirements as determined by the advisors.

Minimum Eligibility Requirements

Students applying for an ABM pathway must

- Have completed at least 75 credit hours toward a bachelor's degree,
- Have completed at least 30 credit hours of undergraduate coursework at the University of West Georgia and
- Have a minimum undergraduate UWG GPA of 3.2

Please note: Master's programs may require more credit hours than 75 and higher GPA requirements than the minimum eligibility requirements stated above. Students must meet the minimum eligibility requirements for an ABM pathway before being accepted.

Master's programs that have higher eligibility requirements must submit a request including rationale for review and record-keeping to the graduate school. This ensures proper communication between students and the graduate school. Any changes in specific requirements will be reflected on the ABM website.

Student Application Process

Students interested in applying to an ABM pathway must

- Meet all Graduate School minimum eligibility requirements, or
- Meet minimum graduate ABM specific GPA requirements, if higher than a 3.2, and
- Meet minimum graduate ABM specific credit hour completion requirements, if greater than 75,
- Consult with their undergraduate program coordinator, chair, or assistant chair, and the master's degree graduate program coordinator to receive preliminary approval and identify graduate-level courses that will be counted towards both degrees and
- Complete a graduate application for the Accelerated Bachelor's to Master's degree pathway

The Graduate School will review the application and facilitate the approval process with the relevant academic departments. The student will be accepted into the ABM pathway upon receiving all necessary approvals. Once accepted, the student must adhere to the specific criteria outlined in the application. The Graduate School will notify the Registrar's Office of the decision and the approved graduate-level courses.

Full admission into the master's degree program is not granted until final grades and GPA have been verified after earning the bachelor's degree.

Note: Certain master's programs may not offer an ABM pathway due to program accreditation standards.

Undergraduate Graduation

After earning a bachelor's degree, the Graduate School will automatically review the student's transcript to ensure the following criteria are met for direct advancement into the master's program:

- A minimum 3.0 GPA was earned for undergraduate coursework and
- "B" grades or higher were earned for all graduate-level coursework within the ABM pathway

Students who earn the required undergraduate GPA for graduate admission can be automatically admitted into the master's program at the student's request. **Ideally, students will be admitted to the master's program in the semester immediately following completion of their bachelor's degree. However, students may request admission for any of the next three semesters after graduation. For example, a student who earns their bachelor's degree in Fall 2026 may request admission for Spring 2027, Summer 2027, or Fall 2027. Any request for admission beyond three semesters will require the submission of a separate graduate application.**

Students who do not graduate with the undergraduate GPA required for admission into the master's program are not eligible to automatically proceed into the ABM-designated master's degree program but are still encouraged to apply for consideration as their graduate GPA may warrant admission.

Addendum IV

Art, 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 *

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*

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, B.F.A.

Program ID - DO NOT EDIT* 4932

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Fine Arts

Program Description* 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.

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 1017 Studio Impacts I
ART 1008 Drawing II
ART 1018 Studio Impacts II
ART 1009 Design II (3D)
ART 2201 History of World Art I
ART 2202 History of World Art II

Fine Arts Studio Core: 15 Hours

ART 3301 Beginning Ceramics
ART 3601 Painting I: Watercolor
ART 3701 Intro to Photography
ART 3801 Printmaking I: Survey
ART 3901 Introductory Sculpture

B.F.A. in Art Concentrations

Animation, Illustration, & Digital Arts Sequence: 21 Hours

ART 3550 Intro to Digital & Sequential Arts
[Before] Select three courses from the following for a total of 9 Credit Hours

ART 3060 Illustration Studio
ART 3065 Introduction to Scientific/ Pre-Medical Illustration

ART 3551 Animation Studio
ART 3552 Intermediate Digital & Sequential Arts

ART 3553 Stop-Motion Animation
[After] (and)

ART 4559 Advanced Animation & Illustration
[Right] (Must be taken for at least 9 credit hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Ceramics Sequence: 21 Hours

[Before]Choose 3 from the following courses for 9 credit hours.

ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means

ART 3310 Pottery Techniques

ART 4302 Intermediate Ceramics: 20th Century Studio

ART 4303 Intermediate Ceramics: Surface, Image and Text

[Before]and

ART 4304 Advanced Ceramics

[Right] (Must be taken for at least 12 hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

General Fine Art Sequence: 21 Hours

[Before]Select one course from the following for a total of 3 Credit Hours

ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means

ART 4303 Intermediate Ceramics: Surface, Image and Text

[Before]Select one course from the following for a total of 3 Credit Hours

ART 3602 Painting II

ART 4604 Acrylic & Experimental Process

[Before]Select one course from the following for a total of 3 Credit Hours

ART 3700 Survey of Photography

ART 3702 Darkroom Photography

ART 3703 Digital Imaging 38

ART 3704 Introduction to Time Based Art

**ART 3704 Introduction to Time-Based Art
(Video I)**

ART 3705 Artificial Lighting

**[Before] Select one course from the following for a total
of 3 Credit Hours**

ART 3802 Relief Printmaking

ART 4803 Intaglio

ART 4804 Lithography

**[Before] Select one course from the following for a total
of 3 Credit Hours**

ART 3902 Sculpture II

ART 3903 Sculpture III

**[Before] Select two course from the following for a total
of 6 Credit Hours**

ART 4304 Advanced Ceramics

ART 4605 Advanced Painting

ART 4706 Advanced Photography Studio

ART 4805 Advanced Printmaking

ART 4904 Advanced Sculpture

[After] (and)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Graphic Design Sequence: 21 Hours

ART 3401 Graphic Design I

[Before] Choose one for the following for 3 Credit Hours

ART 3402 Graphic Design II: Typography II

ART 3403 History of Graphic Design

**[Before] Choose two from the following for 6 Credit
Hours**

ART 4400 Graphic Design Studio Problems

ART 4403 Graphic Design III: Type and Image

ART 4404 Graphic Design IV

ART 4405 Graphic Design V

**ART 4408 Materials and Methods in Graphic
Design**

[Before] AND the following classes

ART 4586 Internship

**ART 4406 Graphic Design VI: Professional
Portfolio**

[Right] (Must be taken for at least 6 credit hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Painting Sequence: 21 Hours

[Before] Choose four courses from the following for a total of 12 Credit Hours

ART 3602 Painting II

ART 3605 Painting III: Painting Figure

ART 3606 Surface Pattern Design

ART 4603 Painting III

ART 4604 Acrylic & Experimental Process

[Before] AND the following classes

ART 4605 Advanced Painting

[Right] (Must be taken for at least 9 hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Photography Sequence: 21 Hours

ART 3700 Survey of Photography

[Before]

Select three courses from the following for a total of 9 Credit Hours

ART 3702 Darkroom Photography

ART 3703 Digital Imaging

ART 3704 Introduction to Time-Based Art (Video I)

ART 3705 Artificial Lighting

[Before]

Select one course from the following for a total of 3 Credit Hours

ART 4702 From Still to Moving Images

ART 4704 Documentary Photography

ART 4708 Exp Prac in Lens-Based Media

[Before] AND the following classes

ART 4706 Advanced Photography Studio

[Right] (Must be taken for at least 6 hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Printmaking Sequence: 21 Hours

[Before] Select five courses from the following for a

total of 15 Credit Hours

ART 3802 Relief Printmaking

**ART 3821 Alternative & Experimental
Printmaking**

ART 4803 Intaglio

ART 4804 Lithography

ART 4821 Printmaking IV: Screenprinting

**ART 4822 The Art of Letterpress Printing and
the Book**

[Before]AND The following courses

ART 4805 Advanced Printmaking

[Right] (Must be taken for at least 6 hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Sculpture Sequence: 21 Hours

**[Before]Choose three of the following five courses for 9
Credit hours**

ART 3902 Sculpture II

ART 3903 Sculpture III

ART 4901 3D Digital Modeling

ART 4902 Figure Modelling

ART 4903 Sculpture IV

[Before]And

ART 4904 Advanced Sculpture

[Right] (Must be taken for at least 12 hours)

ART 4078 Mid-Program Review

ART 4998 Senior Capstone Experience I

ART 4999 Senior Capstone Experience II

Art History Electives: 6 Hours

ART History 3000 or Above

[Before]Must Include

ART 3210 Non-Western Art

[After] (or)

ART 4211 Japanese Art

[After] (or)

ART 4215 Art of the African Diaspora

Art Electives: 9 Hours

Note- BFA Students should consult with their advisor and concentration faculty in selecting the appropriate approved electives.

Art Studio Electives:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Ceramics, Painting, Photography, Printmaking & Sculpture Concentrations Art "Studio" Electives (both concentration electives and open studio electives):

Art Studio Electives A: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985

For ART Education Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (ART Education Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

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

For General Fine Art Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (General Art Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

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

For Animation Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Animation Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Animation, Illustration, and Digital Arts Concentration:

Art Studio Electives Group A: ART 3011, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985 And/or

Art Studio Electives Group B: ART 3060, ART 3065, ART 3551, ART 3552, ART 3553, ART 4559

For Graphic Design Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Graphic Design Concentration) Art "Studio" Electives (Graphic Design) Studio Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Graphic Design Concentration:

Art Studio Electives Group A: ART 3011, ART 3050, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985 And/ or

Art Studio Electives Group C: ART 3402, ART 3403, ART 4400, ART 4403, ART 4404, ART 4405, ART 4408

Concentration Electives: 9 Hours

Note- BFA Students should consult with their advisor and concentration faculty in selecting the appropriate approved electives.

Art Studio Electives:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Ceramics, Painting, Photography, Printmaking & Sculpture

Concentrations Art "Studio" Electives (both concentration electives and open studio electives):

Art Studio Electives A: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985

For ART Education Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (ART Education Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

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

For General Fine Art Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (General Art Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

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

For Animation Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Animation Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Animation, Illustration, and Digital Arts Concentration:

Art Studio Electives Group A: ART 3011, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX. ART 47XX. ART 38XX. ART 48XX. ART 39XX. ART 49XX. ART 4586. ART

4985 And/or

Art Studio Electives Group B: ART 3060, ART 3065, ART 3551, ART 3552, ART 3553, ART 4559

For Graphic Design Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (Graphic Design Concentration) Art "Studio" Electives

(Graphic Design) Studio Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Graphic Design Concentration:

Art Studio Electives Group A: ART 3011, ART 3050, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985 And/ or

Art Studio Electives Group C: ART 3402, ART 3403, ART 4400, ART 4403, ART 4404, ART 4405, ART 4408

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.

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* 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.

In the attached documents you will find a larger summary of the changes being made as well as the program maps for all of the ART concentrations.

*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 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?

- Animator
- Ceramics Designer
- Concept Artist
- Fashion Designer
- Glass Blower or Designer
- Illustrator
- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

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

ANIMATION, ILLUSTRATION AND DIGITAL ARTS CONCENTRATION

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

M: MATH 1001 OR 1111 **3** CREDIT HOURS
Quantitative Skills & Reasoning or College Algebra

F: ART 1006 OR 1009 **3** CREDIT HOURS

F: ART 1007 **3** CREDIT HOURS

ART 1017 **0** CREDIT HOURS

S1: WORLD HISTORY **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

F: ART 1006 OR 1009 **3** CREDIT HOURS

F: ART 1008 **3** CREDIT HOURS

ART 1018 **0** CREDIT HOURS

I2: INSTITUTIONAL OPTIONS **2** CREDIT HOURS

P1: US HISTORY **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102; REQUIRED TO EARN C OR HIGHER.
 - COMPLETE ART 1008, 1009 (C OR BETTER).
 - EARN 14 OR MORE CREDIT HOURS.

**18 FALL CREDIT HOURS + 14 SPRING CREDIT HOURS
= 32 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, 3401, 3601, 3701, 3801 OR 3901 **6** CREDIT HOURS

ART 3550 **3** CREDIT HOURS

F: ART 2201 OR 2202 **3** CREDIT HOURS

T1: SCIENCE + LAB **4** CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (AIDA)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

ART 3301, 3401, 3601, 3701, 3801 OR 3901 **9** CREDIT HOURS

F: ART 2201 OR 2202 **3** CREDIT HOURS

T2: NON-LAB SCIENCE **3** CREDIT HOURS

- MILESTONE:**
- EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

**16 FALL CREDIT HOURS + 15 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 3551, 3060, 3065, 3552, OR 3553 **6** CREDIT HOURS

ART 4078 **0** CREDIT HOURS

ART HISTORY ELECTIVE **3** CREDIT HOURS

I1: ART 2000 **3** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

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

TERM 2: SPRING

ART 4559 **3** CREDIT HOURS

AIDA 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

S2: SOCIAL SCIENCE **3** CREDIT HOURS

- MILESTONE:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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 4998 **0** CREDIT HOURS

ART 4559 **3** CREDIT HOURS

ART 3551, 3060, 3065, 3552, OR 3553 **3** CREDIT HOURS

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

P2: POLS 1101 **3** CREDIT HOURS
American Government

T3: STEM COURSE **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE CAPSTONE I
 - APPLY FOR GRADUATION
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

ART 4999 **0** CREDIT HOURS

ART 4559 **3** CREDIT HOURS

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

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

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

- MILESTONES:**
- COMPLETE CAPSTONE II
 - EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)
 - COMPLETE 120 CREDIT HOURS (GRADUATE)

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

Summary of Changes to the ART BFA

As ART prepares for our upcoming national accreditation review, and its corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art. In reviewing ART's course offerings against national standards as established by NASAD (the national accreditation body) the following modifications have been made to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will ensure alignment with national standards, and 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, General Fine Arts, Graphic Design, Painting, Photography, 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 and Provost 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 NASAD's accreditation standards for the BFA and the teacher certification requirements currently stipulated by the College of Education, however the Community Arts track in Art Education will be modified to 120.

A. BFA Degree Plan Modifications: The following summary is an overview of modifications being made to ART's BFA degree program and the concentrations found within.

1. The required hours to graduation for the UWG's BFA in ART degree and its concentrations (AIDA, Art Education*, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) will go from 126 to 120.

- A. 3 credit hours will be removed through the modification of ART 4998 (1 credit hour) and ART 4999 (2 credit hours) for a currently combined 3 credit hours to both classes being listed as 0 credit hours.
 - B. 3 hours will be removed by reducing the currently required art total studio elective hours from 21 hours to 18 hours.
2. We are simplifying ART's secondary core requirements by removing the current option found in painting.
 - Currently ART's secondary core requires the introductory classes in disciplines of Ceramics (ART 3301), Painting (ART 3601 **or** ART 3602), Photography (ART 3701), Printmaking (ART 3801) and Sculpture (ART 3901).
 - Through the modification the updated secondary core will be fulfilled by Ceramics (ART 3301), Painting (ART 3601), Photography (ART 3701), Printmaking (ART 3801) and Sculpture (ART 3901).
 3. To improve ART's 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. Concentration Modifications: The following summaries are an outline of the changes in each of the concentrations.

1. **AIDA** - The only modifications to AIDA are those outlined in the BFA Degree Plan Modifications 1-3. (Reduction to 120 credit hours, simplifying secondary core, Freshmen retention and progression course)
2. **ART Education** - The only modifications to ART Education are those outlined in the BFA Degree Plan Modification are those outlined in 1A, 2 and 3. . (Reduction to 120 credit hours for the Community Arts Track and 123 for Teacher Certification Track, simplifying secondary core, Freshmen retention and progression course)
3. **Ceramics** - In addition to the modifications outlined in the BFA Degree Plan Modifications 1-3, Ceramics is making the additional modifications:
 1. Ceramics, with the introduction of ART 3310 Pottery Techniques into its regular course offerings, Ceramics has increased its offerings of intermediate classes from 3 to 4 in its concentration curriculum. Ceramics requires its concentrators to take 9 hours at the intermediate level, by adding this 4th class, students now have a greater amount of choice in how they fulfill those requirements.
4. **GFA** - . The only modifications to GFA are those outlined in the BFA Degree Plan Modifications 1-3. (Reduction to 120 credit hours, simplifying secondary core, Freshmen retention and progression course)

- 5.
6. **Graphic Design** - In addition to the modifications outlined in the BFA Degree Plan Modifications 1-3, Graphic Design is making the additional modifications:
 1. Graphic Design is renaming the following classes to better align the course title with the course content: ART 3401, 3402, 3403, 4400, 4403,4404,4405, 4408.
 2. Graphic Design is updating its SLOs for: ART 3401
 3. Graphic Design is updating its Course Descriptions for: ART 3402, 4400, 4403, 4404, 4405, 4406
 4. Graphic Design is updating its Course Prerequisites for: ART 3403, 4400, 4403, 4404, 4405, 4406
 5. Graphic Design is updating its Credit Hours for: ART 4400, 4405
 6. Graphic Design, similar to Ceramics, is also adding more choice to its intermediate selection of courses by unstacking its current prerequisite driven and laddered progression (ART 3401, ART 3402, ART 4403, ART 4404, ART 4405, ART 4406) to an option-based set of requirements (see the following)
 - ART 3401- Required
 - 3 hours of ART: 3402 or 3403
 - 6 hours of ART: 4400 and/or 4403 and/or 4404 and/or ART 4405 and/or 4408
7. **Painting** - In addition to the modifications outlined in the BFA Degree Plan Modifications 1-3, Painting is making the additional modifications:
 1. Painting like Ceramics and Graphic Design is introducing new classes (ART 3606 Surface Pattern Design) and greater options in how students proceed through the intermediate level concentration classes. Choose 4 classes from the following five to complete 12 hour of the painting sequence: ART 3602 and/or 3605 and/or 3606 and/or 4603 and/or 4604
 2. Painting is also submitting course name changes to better align the titles of its courses with its content. ART 3601, 3602, 3605, 4603, and 4604.
 3. Painting is updating its SLOs for: ART 3601, 3602, 3605, 4603, 4604, 4605
 4. Painting is updating its Course Prerequisites for: ART 3602, 3605, 4603, 4604, 4605
 5. Painting is updating its Course Descriptions for: ART 3601, 3602, 3605, 4603, 4604, 4605
8. **Photography** - The only modifications to Photography are those outlined in the BFA Degree Plan Modifications 1-3. (Reduction to 120 credit hours, simplifying secondary core, Freshmen retention and progression course)

9. **Printmaking**- In addition to the modifications outlined in the BFA Degree Plan Modifications 1-3, Painting is making the additional modifications:
 1. Printmaking like Ceramics, Graphic Design, and Painting is introducing new classes (ART 3821 Alternative and Experimental Printmaking) and greater options in how students proceed through the intermediate level concentration classes. Choose 5 classes from the following five to complete 15 hour of the Printmaking sequence: ART 3802 and/or 3821 and/or 4803 and/or 4804 and/or 4821 and/or 4822.
 2. Printmaking is updating its course descriptions to provide better clarity is the courses content for: ART 3801, 3802, 4803, 4804, 4805
 3. Graphic Design is updating its Credit Hours for: ART 4805
10. **Sculpture** - In addition to the modifications outlined in the BFA Degree Plan Modifications 1-3, Sculpture is making the additional modifications:
 1. Sculpture like Ceramics, Graphic Design, Painting and Printmaking is introducing new classes (ART 3904 Digital and 4902) and greater options in how students proceed through the intermediate level concentration classes. Sculpture students will now choose 3 classes from the following five to complete 9 credit hours of the Sculpture sequence: ART 3902 and/or 3903 and/or 4901 and/or 4902 and/or 4903.
 2. Sculpture is also submitting course name changes to better align the titles of its courses with its content. ART 3902, 3903, 4903.
11. **Concentration Electives** In addition to the modifications outlined above ART has updated the electives list to appropriately align with the various concentrations and those discipline specific outcomes:
12. Note- BFA Students should consult with their advisor and concentration faculty in selecting the appropriate approved electives

Art Studio Electives: The following are approved Studio courses elective options which count to fulfill BFA in Art (Ceramics, Painting, Photography, Printmaking & Sculpture Concentrations Art "Studio" Electives (both concentration electives and open studio electives):

- a. Art Studio Electives A: ART 3011, ART 3050, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985, ART 3050, ART 3100, ART 3150, ART 3151,

For ART Education Concentrators: The following are approved Studio courses elective options which count to fulfill BFA in Art (ART Education Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

- a. ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4985, ART 3050, ART 3100, ART 3150, ART 3151

For General Fine Art Concentrators:

The following are approved Studio courses elective options which count to fulfill BFA in Art (General Art Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the ART Education Concentration:

- a. ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4985, ART 3050, ART 3100, ART 3150, ART 3151, ART 4586

For Animation Concentrators: The following are approved Studio courses elective options which count to fulfill BFA in Art (Animation Concentration) Art "Studio" Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Animation, Illustration, and Digital Arts Concentration:

- a. Art Studio Electives Group A: ART 3011, ART 3401, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985, ART 3100, ART 3150, ART 3151, ART 3050

And/or

- b. Art Studio Electives Group B: ART 3060, ART 3065, ART 3551, ART 3552, ART 3553, ART 4559

For Graphic Design Concentrators: The following are approved Studio courses elective options which count to fulfill BFA in Art (Graphic Design Concentration) Art "Studio" Electives (Graphic Design) Studio Electives (both concentration electives and open studio electives), for Students who are accepted into and actively pursuing the Graphic Design Concentration:

- a. Art Studio Electives Group A: ART 3011, ART 3050, ART 3550, and/or any ART 3011, ART 3050, ART 3550, and/or any: ART 33XX, ART 43XX, ART 36XX, ART 46XX, ART 37XX, ART 47XX, ART 38XX, ART 48XX, ART 39XX, ART 49XX, ART 4586, ART 4985, ART 3100, ART 3150, ART 3151, ART 3050

And/or

- b. Art Studio Electives Group B: Art Studio Electives Group C: ART 3402, ART 3403, ART 4400, ART 4403, ART 4404, ART 4405, ART 4408

13. Miscellaneous In addition to the modifications outlined above there are other various modifications being made to classes:

1. ART is updating its Credit Hours for: ART 4586
2. ART is making the following modification to ART 3400 a Graphic Design course for non art majors: Course title, Catalog Description and Credit Hours

ABOUT THE MAJOR

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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.

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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.
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- GPA 3.2 or above? Consider applying to the Honors Program.

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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

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- 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.

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- 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

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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

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- Be part of a UWG volunteer program.

TAKE CARE OF YOURSELF

- Practice mindfulness and stress reduction techniques.
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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.

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HAVE A QUESTION?
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WHERE CAN YOU GO WITH THIS DEGREE?

- Animator
- Ceramics Designer
- Concept Artist
- Fashion Designer
- Glass Blower or Designer
- Illustrator
- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

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!

GENERAL FINE 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

M: MATH 1001 OR 1111 **3** CREDIT HOURS
Quantitative Skills & Reasoning or College Algebra

F: ART 1006 OR 1009 **3** CREDIT HOURS

F: ART 1007 **3** CREDIT HOURS

ART 1017 **0** CREDIT HOURS

S1: WORLD HISTORY **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

F: ART 1006 OR 1009 **3** CREDIT HOURS

F: ART 1008 **3** CREDIT HOURS

ART 1018 **0** CREDIT HOURS

I2: INSTITUTIONAL OPTIONS **2** CREDIT HOURS

P1: US HISTORY **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.

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= 32 CREDIT HOURS**

CRUSH YOUR COURSEWORK

- Enroll in Art Foundations Courses.
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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, 3401, 3601, 3701, 3801 OR 3901 **9** CREDIT HOURS

F: ART 2201 OR 2202 **3** CREDIT HOURS

T1: SCIENCE + LAB **4** CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (GENERAL FINE ART)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

ART 3301, 3401, 3601, 3701, 3801 OR 3901 **6** CREDIT HOURS

F: ART 2201 OR 2202 **3** CREDIT HOURS

T2: NON-LAB SCIENCE **3** CREDIT HOURS

- MILESTONE:**
- EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

**16 FALL CREDIT HOURS + 15 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 3302 OR 4303 **3** CREDIT HOURS
Ceramics course option

ART 3602 OR 4604 **3** CREDIT HOURS
Painting course option

ART 3700, 3702, 3703, 3704, OR 3705 **3** CREDIT HOURS
Photography course option

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

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

I1: ART 2000 **3** CREDIT HOURS
Oral Communication and the Visual Arts

- MILESTONES:**
- COMPLETE MID PROGRAM REVIEW (GENERAL FINE ARTS)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)
 - STUDENT MUST DEVELOP AND SUBMIT A PLAN THAT OUTLINES HOW THEY WILL COMPLETE THEIR GFA STUDIO SEQUENCE FOR APPROVAL AS PART OF THE MID-PROGRAM REVIEW.

TERM 2: SPRING

ART 3802, 4803, OR 4804 **3** CREDIT HOURS
Printmaking course option

ART 3902 OR 3903 **3** CREDIT HOURS
Sculpture course option

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

S2: SOCIAL SCIENCE **3** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

- MILESTONES:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)
 - DISCUSS WITH ADVISOR AND FACULTY MENTOR HOW THE STUDENT WILL FULFILL THE 12 HRS. OF THE REQUIRED ART GENERAL FINE ART STUDIO CLASSES

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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.
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BROADEN YOUR PERSPECTIVES

- Participate in Critique with a Visiting Artist.
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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 4998 **0** CREDIT HOURS

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

GENERAL FINE ART STUDIO **6** CREDIT HOURS
See Advisor for Approved List of Electives

P2: POLS 1101 **3** CREDIT HOURS
American Government

T3: STEM COURSE **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE CAPSTONE I
 - APPLY FOR GRADUATION
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

ART 4999 **0** CREDIT HOURS

GENERAL FINE ART STUDIO **6** CREDIT HOURS
See Advisor for Approved List of Electives

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

- MILESTONES:**
- COMPLETE CAPSTONE II
 - EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)
 - COMPLETE 120 CREDIT HOURS (GRADUATE)

15 FALL CREDIT HOURS + 12 SPRING CREDIT HOURS = 27 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
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HAVE A QUESTION?
CHECK IN WITH
YOUR ADVISOR!



WHERE CAN YOU GO WITH THIS DEGREE?

- Animator
- Ceramics Designer
- Concept Artist
- Fashion Designer
- Glass Blower or Designer
- Illustrator
- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

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!

CERAMICS

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

I2: XIDS 2002 **2** CREDIT HOURS
(Recommended) First-Year Seminar

F: ART 1006 OR 1009 **3** CREDIT HOURS

ART 1017 **0** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 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

ART 1018 **0** CREDIT HOURS

F: ART 1008 **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102.
 - COMPLETE ART 1008 & 1009 (C OR BETTER).
 - EARN 15 OR MORE CREDIT HOURS.

17 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 32 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 OR ART OPTIONS **3** CREDIT HOURS
Options: ART 3401, 3601, 3701, 3801, or 3901

ART 3401/3601/3701/3801/3901 **3** CREDIT HOURS

F: ART 2201 OR 2202 **3** CREDIT HOURS

S2: SOCIAL SCIENCE **3** CREDIT HOURS

T1: SCIENCE + LAB **4** CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (CERAMICS).
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 3401/3601/3701/3801/3901 **6** CREDIT HOURS

ART 3302/3310/4302/4303 **3** CREDIT HOURS
Intermediate Ceramics Courses

F: ART 2201 OR 2202 **3** CREDIT HOURS

T2: NON-LAB SCIENCE **3** CREDIT HOURS

- MILESTONES:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

16 FALL CREDIT HOURS + 15 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 3302/3310/4302/4303 **3** CREDIT HOURS
Intermediate Ceramics

ART 3401/3601/3701/3801/3901 **3** CREDIT HOURS

ART 4078 **0** CREDIT HOURS

ART 3210, 4211, OR 4215 **3** CREDIT HOURS

I1: ART 2000 **3** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

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

TERM 2: SPRING

ART 3302/3310/4302/4303 **3** CREDIT HOURS
Intermediate Ceramics

ART 4304 **3** CREDIT HOURS

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

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

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

- MILESTONES:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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.
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- Attend visiting artist presentation.
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TERM 1: FALL

ART 4998 **0** CREDIT HOURS

ART 4304 **3** CREDIT HOURS

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

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

S2: POLS 1101 **3** CREDIT HOURS
American Government

T3: STEM COURSE **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE CAPSTONE I.
 - APPLY FOR GRADUATION.
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4999 **0** CREDIT HOURS

ART 4304 **3** CREDIT HOURS

ART 4304 **3** CREDIT HOURS

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

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

- MILESTONES:**
- COMPLETE CAPSTONE II.
 - EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
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- Capstone 1 & 2.

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- Visit the Office of Career and Graduate School Connections to help you determine next steps for your academic or professional goals.
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PAVE YOUR PATH

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- 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.

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WHERE CAN YOU GO WITH THIS DEGREE?

- Art Director
- Creative Director
- Freelancer
- Graphic Designer
- Marketing Specialist
- Multimedia Artist/Animator
- Product Developer
- Production Artist
- User Experience (UX) Designer
- User Interface (UI) Designer

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!

GRAPHIC DESIGN

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
- I2: XIDS 2002** 2 CREDIT HOURS
(Recommended) First-Year Seminar
- F: ART 1006 OR 1009** 3 CREDIT HOURS
- F: ART 1007** 3 CREDIT HOURS
- ART 1017** 0 CREDIT HOURS
- A: HUMANITIES** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 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
- F: ART 1008** 3 CREDIT HOURS
- ART 1018** 0 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102.
 - COMPLETE ART 1008 & 1009 (C OR BETTER).
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PAVE YOUR PATH

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

TERM 1: FALL

- ART 3301/3601/3701/3801/3901** 6 CREDIT HOURS
- F: ART 2201 OR 2202** 3 CREDIT HOURS
- ART 3401** 3 CREDIT HOURS
- T1: SCIENCE + LAB** 4 CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (GRAPHIC DESIGN).
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

- ART 3301/3601/3701/3801/3901** 6 CREDIT HOURS
- ART 3402 OR 3403** 3 CREDIT HOURS
- F: ART 2201 OR 2202** 3 CREDIT HOURS
- T2: NON-LAB SCIENCE** 3 CREDIT HOURS

- MILESTONES:**
- EARN 18 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

**16 FALL CREDIT HOURS + 15 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

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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 4400/4403/4404/4405/4408 **3** CREDIT HOURS

Graphic Design Course

ART 3301/3601/3701/3801/3901 **3** CREDIT HOURS

ART 4078 **0** CREDIT HOURS

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

I1: ART 2000 **3** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

MILESTONES:

- COMPLETE MID PROGRAM REVIEW, BFA IN ART (GRAPHIC DESIGN).
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4400/4403/4404/4405/4408 **3** CREDIT HOURS

ART 4586 **3** CREDIT HOURS

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

GRAPHIC DESIGN ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

S2: SOCIAL SCIENCE **3** CREDIT HOURS

MILESTONES:

- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

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- 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 4998 **0** CREDIT HOURS

ART 4406 **3** CREDIT HOURS

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

GRAPHIC DESIGN ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

P2: POLS 1101 **3** CREDIT HOURS
American Government

T3: STEM COURSE **3** CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE I.
- APPLY FOR GRADUATION.
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4999 **0** CREDIT HOURS

ART 4406 **3** CREDIT HOURS

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

GRAPHIC DESIGN ELECTIVE **3** CREDIT HOURS
See Advisor for Approved List of Electives

ART 3210, 4211, OR 4215 **3** CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE II.
- EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
- COMPLETE 120 CREDIT HOURS (GRADUATE).

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

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HAVE A QUESTION?
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WHERE CAN YOU GO WITH THIS DEGREE?

- Animator
- Ceramics Designer
- Concept Artist
- Fashion Designer
- Glass Blower or Designer
- Illustrator
- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

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!

PAINTING

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
- I2: XIDS 2002** 2 CREDIT HOURS
(Recommended) First-Year Seminar
- F: ART 1006 OR 1009** 3 CREDIT HOURS
- F: ART 1007** 3 CREDIT HOURS
- ART 1017** 0 CREDIT HOURS
- A: HUMANITIES** 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 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
- F: ART 1008** 3 CREDIT HOURS
- ART 1018** 0 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102.
 - COMPLETE ART 1008 & 1009 (C OR BETTER).
 - EARN 15 OR MORE CREDIT HOURS.

**17 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS
= 32 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!
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- 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, 3401, 3701, 3801, OR 3901** 3 CREDIT HOURS
- ART 3601** 3 CREDIT HOURS
- F: ART 2201 OR 2202** 3 CREDIT HOURS
- S2: SOCIAL SCIENCE** 3 CREDIT HOURS
- T1: SCIENCE + LAB** 4 CREDIT HOURS

- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

- ART 3301, 3401, 3701, 3801, OR 3901** 6 CREDIT HOURS
- ART 3602/3605/3606/4603/4604** 3 CREDIT HOURS
Painting Course
- F: ART 2201 OR 2202** 3 CREDIT HOURS
- T2: NON-LAB SCIENCE** 3 CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (PAINTING)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

**16 FALL CREDIT HOURS + 15 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.
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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 3602/3605/3606/4603/4604 **3** CREDIT HOURS

Painting Course

ART 3301, 3401, 3701, 3801, OR 3901 **3** CREDIT HOURS

ART 4078 **0** CREDIT HOURS

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

I1: ART 2000 **3** CREDIT HOURS

A: HUMANITIES **3** CREDIT HOURS

MILESTONES:

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

TERM 2: SPRING

ART 3602/3605/3606/4603/4604 **3** CREDIT HOURS

Painting Course

ART 4605 **3** CREDIT HOURS

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

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

ART 3210, 4211, OR 4215 **3** CREDIT HOURS

MILESTONES:

- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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

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TERM 1: FALL

ART 4998 **0** CREDIT HOURS

ART 4605 **3** CREDIT HOURS

ART STUDIO ELECTIVE **3** CREDIT HOURS
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PAINTING ELECTIVE **3** CREDIT HOURS
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P2: POLS 1101 **3** CREDIT HOURS
American Government

T3: STEM COURSE **3** CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE I.
- APPLY FOR GRADUATION.
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

ART 4999 **0** CREDIT HOURS

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

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

ART 4605 **3** CREDIT HOURS

ART 3602/3605/3606/4603/4604 **3** CREDIT HOURS

Painting course

MILESTONES:

- COMPLETE CAPSTONE II.
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WHERE CAN YOU GO WITH THIS DEGREE?

- Fashion Photographer
- Food Photographer
- Landscape Photographer
- Music Photographer
- Pet Portrait Photographer
- Photojournalist
- Portrait Photographer
- Travel Photographer
- Wedding Photographer
- Wildlife Photographer

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!

PHOTOGRAPHY

Bachelor of Fine Arts

60

CORE CREDIT HOURS

60

MAJOR CREDIT HOURS

0

ELECTIVE CREDIT HOURS

TERM 1: FALL

C1: ENGL 1101 English Composition I	3 CREDIT HOURS
S1: HIST 1111 OR 1112 World History	3 CREDIT HOURS
I2: XIDS 2002 (Recommended) First-Year Seminar	2 CREDIT HOURS
F: ART 1006 OR 1009	3 CREDIT HOURS
F: ART 1007	3 CREDIT HOURS
ART 1017	0 CREDIT HOURS
A: HUMANITIES	3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 OR MORE CREDIT HOURS.

TERM 2: SPRING

C2: ENGL 1102 English Composition II	3 CREDIT HOURS
M: MATH 1001 OR 1111 Quantitative Skills & Reasoning or College Algebra	3 CREDIT HOURS
P1: HIST 2111 OR 2112 US History	3 CREDIT HOURS
F: ART 1006 OR 1009	3 CREDIT HOURS
F: ART 1008	3 CREDIT HOURS
ART 1018	0 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102.
 - COMPLETE ART 1008 & 1009 (C OR BETTER).
 - EARN 15 OR MORE CREDIT HOURS.

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- Passionate about more than one subject? Consider a minor within CACSI.

TERM 1: FALL

ART 3701	3 CREDIT HOURS
ART 3700	3 CREDIT HOURS
F: ART 2201 OR 2202	3 CREDIT HOURS
ART 3301, 3401, 3601, 3801 OR 3901	3 CREDIT HOURS
T1: SCIENCE + LAB	4 CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (PHOTOGRAPHY)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

ART 3301, 3401, 3601, 3801 OR 3901	9 CREDIT HOURS
F: ART 2201 OR 2202	3 CREDIT HOURS
T2: NON-LAB SCIENCE	3 CREDIT HOURS

- MILESTONES:**
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TERM 1: FALL

- ART 3210, 4211, OR 4215** **3** CREDIT HOURS
- ART 3702, 3703, 3704 OR 3705** **6** CREDIT HOURS
- ART 4078** **0** CREDIT HOURS
- I1: ART 2000** **3** CREDIT HOURS
- A: HUMANITIES** **3** CREDIT HOURS

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

TERM 2: SPRING

- ART 3702, 3703, 3704 OR 3705** **3** CREDIT HOURS
- 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
- PHOTOGRAPHY ELECTIVE** **3** CREDIT HOURS
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- S2: SOCIAL SCIENCE** **3** CREDIT HOURS

- MILESTONES:**
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TERM 1: FALL

- ART 4998** **0** CREDIT HOURS
- ART 4706** **3** CREDIT HOURS
- ART STUDIO ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- PHOTOGRAPHY ELECTIVE** **3** CREDIT HOURS
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- P2: POLS 1101** **3** CREDIT HOURS
American Government
- T3: STEM COURSE** **3** CREDIT HOURS

- MILESTONES:**
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 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

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- ART STUDIO ELECTIVE** **3** CREDIT HOURS
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- PHOTOGRAPHY ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- ART 4706** **3** CREDIT HOURS
- ART 4702/4704/4708** **3** CREDIT HOURS

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- Glass Blower or Designer
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- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

ADD A CERTIFICATE

- Arts Management
- Museum Studies
- Public History

HONORS COLLEGE

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PRINTMAKING

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
- I2: XIDS 2002** **2** CREDIT HOURS
(Recommended) First-Year Seminar
- F: ART 1006 OR 1009** **3** CREDIT HOURS
- F: ART 1007** **3** CREDIT HOURS
- ART 1017** **0** CREDIT HOURS
- A: HUMANITIES** **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 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
- F: ART 1008** **3** CREDIT HOURS
- ART 1018** **0** CREDIT HOURS

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- 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, 3401, 3601, 3701, OR 3901** **3** CREDIT HOURS
- ART 3801** **3** CREDIT HOURS
- F: ART 2201 OR 2202** **3** CREDIT HOURS
- S2: SOCIAL SCIENCE** **3** CREDIT HOURS
- T1: SCIENCE + LAB** **4** CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (PRINTMAKING)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

- ART 3802/3821/4803/4804/ 4821/4822** **3** CREDIT HOURS
- ART 3301, 3401, 3601, 3701, OR 3901** **6** CREDIT HOURS
- F: ART 2201 OR 2202** **3** CREDIT HOURS
- T2: NON-LAB SCIENCE** **3** CREDIT HOURS

- MILESTONES:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

**16 FALL CREDIT HOURS + 15 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 3210, 4211, OR 4215** **3** CREDIT HOURS
- ART 3802/3821/4803/4804/4821/4822** **3** CREDIT HOURS
- ART 4078** **0** CREDIT HOURS
- ART 3301, 3401, 3601, 3701, OR 3901** **3** CREDIT HOURS
- I1: ART 2000** **3** CREDIT HOURS
- A: HUMANITIES** **3** CREDIT HOURS

MILESTONES:

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

TERM 2: SPRING

- ART 3802/3821/4803/4804/4821/4822** **6** CREDIT HOURS
- 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
- PRINTMAKING ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives

MILESTONES:

- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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 4998** **0** CREDIT HOURS
- ART 4805** **3** CREDIT HOURS
- ART STUDIO ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- PRINTMAKING ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- P2: POLS 1101** **3** CREDIT HOURS
American Government
- T3: STEM COURSE** **3** CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE I.
- APPLY FOR GRADUATION.
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

- ART 4999** **0** CREDIT HOURS
- ART STUDIO ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- PRINTMAKING ELECTIVE** **3** CREDIT HOURS
See Advisor for Approved List of Electives
- ART 4805** **3** CREDIT HOURS
- ART 3802/3821/4803/4804/4821/4822** **3** CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE II.
- EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
- COMPLETE 120 CREDIT HOURS (GRADUATE).

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

- Animator
- Ceramics Designer
- Concept Artist
- Fashion Designer
- Glass Blower or Designer
- Illustrator
- Interior Designer
- Printmaker
- Tattoo Artist
- Web Designer

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!

SCULPTURE

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
- I2: XIDS 2002** **2** CREDIT HOURS
(Recommended) First-Year Seminar
- F: ART 1006 OR 1009** **3** CREDIT HOURS
- F: ART 1007** **3** CREDIT HOURS
- ART 1017** **0** CREDIT HOURS
- A: HUMANITIES** **3** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1101.
 - COMPLETE ART 1006 & 1007 (C OR BETTER).
 - EARN 17 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
- F: ART 1008** **3** CREDIT HOURS
- ART 1018** **0** CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102.
 - COMPLETE ART 1008 & 1009 (C OR BETTER).
 - EARN 15 OR MORE CREDIT HOURS.

**17 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS
= 32 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 3901** **3** CREDIT HOURS
- ART 3301, 3401, 3601, 3701, OR 3801** **3** CREDIT HOURS
- F: ART 2201 OR 2202** **3** CREDIT HOURS
- S2: SOCIAL SCIENCE** **3** CREDIT HOURS
- T1: SCIENCE + LAB** **4** CREDIT HOURS

- MILESTONES:**
- STUDENT SHOULD APPLY TO THE BFA IN ART (SCULPTURE)
 - EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

TERM 2: SPRING

- ART 3301, 3401, 3601, 3701, OR 3801** **6** CREDIT HOURS
- ART 3902, 3903, 3904, 4902, OR 4903** **3** CREDIT HOURS
- F: ART 2201 OR 2202** **3** CREDIT HOURS
- T2: NON-LAB SCIENCE** **3** CREDIT HOURS

- MILESTONES:**
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES)

**16 FALL CREDIT HOURS + 15 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 3210, 4211, OR 4215** 3 CREDIT HOURS
- ART 3902, 3903, 3904, 4902, OR 4903** 3 CREDIT HOURS
- ART 4078** 0 CREDIT HOURS
- ART 3301, 3401, 3601, 3701, OR 3801** 3 CREDIT HOURS
- I1: ART 2000** 3 CREDIT HOURS
- A: HUMANITIES** 3 CREDIT HOURS

MILESTONES:

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

TERM 2: SPRING

- ART 4904** 3 CREDIT HOURS
- 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
- SCULPTURE ELECTIVE** 3 CREDIT HOURS
See Advisor for Approved List of Electives
- ART 3902/3903/3904/4902/4903** 3 CREDIT HOURS

MILESTONES:

- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 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 4998** 0 CREDIT HOURS
- ART 4904** 3 CREDIT HOURS
- ART STUDIO ELECTIVE** 3 CREDIT HOURS
See Advisor for Approved List of Electives
- SCULPTURE ELECTIVE** 3 CREDIT HOURS
See Advisor for Approved List of Electives
- P2: POLS 1101** 3 CREDIT HOURS
American Government
- T3: STEM COURSE** 3 CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE I.
- APPLY FOR GRADUATION.
- EARN 15 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).

TERM 2: SPRING

- ART 4999** 0 CREDIT HOURS
- ART STUDIO ELECTIVE** 3 CREDIT HOURS
See Advisor for Approved List of Electives
- SCULPTURE ELECTIVE** 3 CREDIT HOURS
See Advisor for Approved List of Electives
- ART 4904** 3 CREDIT HOURS
- ART 4904** 3 CREDIT HOURS

MILESTONES:

- COMPLETE CAPSTONE II.
- EARN 12 OR MORE CREDIT HOURS (C OR BETTER IN ART CLASSES).
- COMPLETE 120 CREDIT HOURS (GRADUATE).

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

Embedded Certificate in Forensic Science

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*

School of Social Sciences

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

Is this a College of Education Program?* Yes No

Is the addition/change related to core, honors, or XIDS courses* Yes 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* Embedded Certificate in Forensic Science

Program ID - DO NOT EDIT* 5056

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Certificate

Program Description* Embedded Certificate in Forensic Sciences

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton Newnan

Curriculum Information

Requirements

A.) Eligibility:

A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has completed the appropriate courses.
Requirements: minimum of 5 courses and 2 labs (17 hrs.)

B.) Requirements

1: Any two basic science courses from the list below AND their associated Labs:

ANTH 1105 Introduction to Biological Anthropology
ANTH 1105L Introduction to Biological Anthropology Lab
BIOL 1010 Fundamentals of Biology
BIOL 1010L Fundamentals of Biology Laboratory
BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
CHEM 1100 Introductory Chemistry
CHEM 1100L Introductory Chemistry Laboratory
CHEM 1151 Survey of Chemistry I
CHEM 1151L Survey of Chemistry I Lab
CHEM 1152 Survey of Chemistry II
CHEM 1152L Survey of Chemistry II Lab
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab

2: At least one forensic course from the list below:

ANTH 4125 Forensic Anthropology
CHEM 3120 Modern Forensic Science

CHEM 3130 Modern Forensic Science

[Right] (does not count towards a degree in Chemistry)

3: Any two other courses with themes in forensic science from the list below (at least one must be ANTH or CRIM):

ANTH 3110 Human Osteology

ANTH 3250 Pig Dig Crime Scene: Methods in Forensic Archaeology and Biological Anthropology

ANTH 4102 Archaeological Field Research

ANTH 4122 Skeletal Indicators of Health and Behavior

ANTH 4125 Forensic Anthropology

[Before]

BIOL 2251 Anatomy and Physiology I

BIOL 2251L Anatomy and Physiology I Laboratory

[After] (or)

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory

[Before]

BIOL 4241 Entomology

[After]

CHEM 3130 Modern Forensic Science

CHEM 3140 Drugs and Drug Abuse

[Right] (does not count towards a degree in Chemistry)

[Before]

CRIM 3242 Drug Abuse

CRIM 3411 Criminal Investigations

[Before]

ANTH 3200 Directed Research

[Right] * (or)

[Before]

ANTH 4983 Directed Research

[Right] *

[After]

BIOL 4981 Independent Study

[Right] * (or)

[Before]

BIOL 4983 Advanced Undergraduate Biology Research

[Right] *

[After]

CRIM 4981 Directed Readings

[After]

*** min 3 credit, Forensic experience/topic**

[Right] *

Note:

*** For these classes, the topic of contributing experience or research must be primarily forensic in topic or application as confirmed in writing by the respective instructor.**

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* Anth 1105 Introduction to Biological Anthropology now has a lab component (Anth 1105L). It directly touches on Forensic Anthropology and Human Biological Variation and Evolution and is a well-suited introductory-level course alternative for students pursuing the Embedded Certificate in Forensic Sciences.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments We are adding this as an additional course alternative, the certificate credit hour requirement will remain unaffected.

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.

Embedded Certificate in Forensic Science

Requirements

A.) Eligibility:

A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has

completed the appropriate courses. Requirements: minimum of 5 courses and 2 labs (17 hrs.)

B.) Requirements

1: Any two basic science courses from the list below AND their associated Labs:

NEW ADDITION:

ANTH 1105 - Introduction to Biological Anthropology

Anth 1105L – Introduction to Biological Anthropology Lab

Existing Course List:

- BIOL 1010 - Fundamentals of Biology 3 Credit Hours
- BIOL 1010L - Fundamentals of Biology Laboratory 1 Credit Hours
- BIOL 1107 - Principles of Biology I 3 Credit Hours
- BIOL 1107L - Principles of Biology I Laboratory 1 Credit Hours
- BIOL 1108 - Principles of Biology II 3 Credit Hours
- BIOL 1108L - Principles of Biology II Laboratory 1 Credit Hours
- CHEM 1100 - Introductory Chemistry 3 Credit Hours
- CHEM 1100L - Introductory Chemistry Laboratory 1 Credit Hours
- CHEM 1151 - Survey of Chemistry I 3 Credit Hours
- CHEM 1151L - Survey of Chemistry I Lab 1 Credit Hours
- CHEM 1152 - Survey of Chemistry II 3 Credit Hours
- CHEM 1152L - Survey of Chemistry II Lab 1 Credit Hours
- CHEM 1211 - Principles of Chemistry I 3 Credit Hours
- CHEM 1211L - Principles of Chemistry I Lab 1 Credit Hours
- CHEM 1212 - Principles of Chemistry II 3 Credit Hours
- CHEM 1212L - Principles of Chemistry II Lab 1 Credit Hours

2: At least one forensic course from the list below:

- ANTH 4125 - Forensic Anthropology 3 Credit Hours
- CHEM 3130 - Modern Forensic Science 3 Credit Hours (does not count towards a degree in Chemistry)

College of Arts, Humanities, and Social Sciences

221

3: Any two other courses with themes in forensic science from the list below (at least one must be ANTH or CRIM):

- ANTH 3110 - Human Osteology 3 Credit Hours
- ANTH 3250 - Pig Dig Crime Scene: Methods in Forensic Archaeology and Biological Anthropology 4 Credit Hours

Hours

- ANTH 4102 - Archaeological Field Research 4 Credit Hours
- ANTH 4122 - Skeletal Indicators of Health and Behavior 3 Credit Hours
- ANTH 4125 - Forensic Anthropology 3 Credit Hours
- BIOL 2251 - Anatomy and Physiology I 3 Credit Hours

- BIOL 2251L - Anatomy and Physiology I Laboratory 1 Credit Hours
(or)
 - BIOL 2252 - Anatomy and Physiology II 3 Credit Hours
 - BIOL 2252L - Anatomy and Physiology II Laboratory 1 Credit Hours
 - BIOL 4241 - Entomology 4 Credit Hours
 - CHEM 3130 - Modern Forensic Science 3 Credit Hours
 - CHEM 3140 - Drugs and Drug Abuse 3 Credit Hours (does not count towards a degree in Chemistry)
 - CRIM 3242 - Drug Abuse 3 Credit Hours
 - CRIM 3411 - Criminal Investigations 3 Credit Hours
 - ANTH 3200 - Directed Research 2.0 - 6.0 Credit Hours * (or)
 - ANTH 4983 - Directed Research 1-4 Credit Hours *
 - BIOL 4981 - Independent Study 1.0 - 4.0 Credit Hours * (or)
 - BIOL 4983 - Advanced Undergraduate Biology Research 1.0 - 4.0 Credit Hours *
 - CRIM 4981 - Directed Readings 1.0 - 3.0 Credit Hours *
- * min 3 credit, Forensic experience/topic

Note:

* For these classes, the topic of contributing experience or research must be primarily forensic in topic or application as confirmed in writing by the respective instructor.

NURS - 4801 - Caring with Commitment: Nursing Roles in Long-term Care

2026-2027 Undergraduate New Course Request

Introduction

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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 College course?* Yes No

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

Course Information

Course Prefix*

Course Number* 4801

Course Title* Caring with Commitment: Nursing Roles in Long-term Care

Long Course Title Caring with Commitment: Nursing Roles in Long-term Care

Course Type*

Catalog Course Description* This course introduces students to the foundational concepts, roles, and responsibilities of nurses in long-term care settings, using Watson’s Caring Science theory as a guiding framework for compassionate, person-centered care for long-term care residents. This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees must complete the online and clinical portions (24 hours) of the course for a total of 2 credit hours; non-trainee students can, but are not required to, complete the clinical/lab portion of the course.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 1

Lab Hrs* 1

Credit Hrs* 2

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing Yes

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* This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the first of a series of four courses that will meet this requirement of the grant.

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

1. Apply caring science to guide compassionate, person-centered nursing care for residents in long-term care settings.
2. Describe the roles and responsibilities of nurses in long-term care environments.
3. Demonstrate foundational skills in communication, assessment, and advocacy to promote dignity, autonomy, and quality of life for long-term care residents.
4. Discuss ethical, cultural, and regulatory considerations for long-term care settings.
5. Integrate evidence-informed and caring approaches for chronic disease management to support safe, holistic, and collaborative care for long-term care residents

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* 0

Fee Justification N/A

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

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

NURS - 4802 - Caring for the Acutely Ill

2026-2027 Undergraduate New Course Request

Introduction

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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* 4802

Course Title* Caring for the Acutely Ill

Long Course Title Caring for the Acutely Ill: Exploring Medical-Surgical Nursing Specialties

Course Type*

Catalog Course Description* This course introduces students to the complexities of caring for acutely ill patients across medical-surgical nursing specialties, using Jean Watson's Caring Science theory as a guiding framework to support caring-healing modalities for patient outcomes and nurse well-being.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees must complete the online and clinical portions (24 hours) of the course for a total of 2 credit hours; non-trainee students can, but are not required to, complete the clinical/lab portion of the course.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 1

Lab Hrs* 1

Credit Hrs* 2

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing Yes

Restrictions None

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* This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the first of a series of four courses that will meet this requirement of the grant.

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

1. Apply caring science to provide compassionate, person-centered, holistic nursing care to clients in acute care settings.
2. Demonstrate clinical reasoning, communication skills, and foundational medical-surgical nursing competencies in managing acute conditions while prioritizing patient safety.
3. Examine the roles and responsibilities of nurses in acute-care environments.
4. Discuss ethical and professional responsibilities of nurses in acute-care environments.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20+

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

If yes, what will the fee be?* 0

Fee Justification 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.

NURS4802 Caring for the Acutely Ill: Exploring Medical-Surgical Nursing Specialties

Description:

This course introduces students to the complexities of caring for acutely ill patients across medical-surgical nursing specialties, using Jean Watson's Caring Science theory as a guiding framework to support caring-healing modalities for patient outcomes and nurse well-being.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees must complete the online and clinical portions (24 hours) of the course for a total of 2 credit hours; non-trainee students can, but are not required to, complete the clinical/lab portion of the course.

Credit Hours: Variable can take with or without the clinical experience. With = 1-1-2 (24 hours of clinical experience); without = 1-0-1.

Multiple attempts: Yes, maximum of 4 credit hours toward graduation.

Prerequisites: None

Cross-listing: Yes

Student learning outcomes:

1. Apply caring science to provide compassionate, person-centered, holistic nursing care to clients in acute care settings.
2. Demonstrate clinical reasoning, communication skills, and foundational medical-surgical nursing competencies in managing acute conditions while prioritizing patient safety.
3. Examine the roles and responsibilities of nurses in acute-care environments.
4. Discuss ethical and professional responsibilities of nurses in acute-care environments.

Syllabus

- Materials-APA 7th edition; items provided by the instructor.
- Evaluation- Satisfactory or Unsatisfactory
- Assignments
 - Syllabus agreement quiz
 - Mini quizzes
 - Clinical log for each clinical day
 - Caring reflections
 - Discussions
 - Care plans and/or concept maps
 - Brief scholarly papers (i.e., Identify one medical-surgical nursing specialty and explore the professional organization for the specialty.)
 - End-of-course survey within CourseDen (not the student's evaluation of instruction)

Common Language for Course Syllabi

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

NURS - 4803 - Caring for Communities

2026-2027 Undergraduate New Course Request

Introduction

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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* 4803

Course Title* Caring for Communities

Long Course Title Caring for Communities: Addressing Social Determinants of Health

Course Type*

Catalog Course Description* This course explores social determinants of health and health disparities through a framework of Jean Watson's Caring Science theory to promote equity and well-being.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees must complete the online and clinical portions (32 hours) of the course for a total of 2 credit hours; non-trainee students can, but are not required to, complete the clinical/lab portion of the course.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 1

Lab Hrs* 1

Credit Hrs* 2

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

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

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

Prerequisites none

Concurrent Prerequisites none

Corequisites none

Cross-listing Yes

Restrictions None

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* This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the third in a series of four courses that will meet this requirement of the grant.

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

1. Examine the influence of social determinants of health on individual and community well-being.
2. Evaluate the impact of health disparities on marginalized groups and vulnerable populations.
3. Integrate caring science, clinical reasoning, and communication skills to provide compassionate, person-centered, holistic nursing care that protects client safety, preserves dignity, and supports well-being.
4. Assess a community to identify health needs and advocacy opportunities.
5. Articulate the nurse's role in advocacy to promote health equity.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20+

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

If yes, what will the fee be?* 0

Fee Justification 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.

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NURS4803 Caring for Communities: Addressing Social Determinants of Health

Description:

This course explores social determinants of health and health disparities through a framework of Jean Watson's Caring Science theory to promote equity and well-being.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees must complete the online and clinical portions (32 hours) of the course for a total of 2 credit hours; non-trainee students can, but are not required to, complete the clinical/lab portion of the course.

Credit Hours: Variable, can take with or without the clinical experience. With = 1-1-2 (32 hours of clinical experience); without = 1-0-1.

Multiple attempts: Yes, maximum of 4 credit hours toward graduation

Prerequisites: No

Cross-listing: Yes

Student learning outcomes:

1. Examine the influence of social determinants of health on individual and community well-being.
2. Evaluate the impact of health disparities on marginalized groups and vulnerable populations.
3. Integrate caring science, clinical reasoning, and communication skills to provide compassionate, person-centered, holistic nursing care that protects client safety, preserves dignity, and supports well-being.
4. Assess a community to identify health needs and advocacy opportunities.
5. Articulate the nurse's role in advocacy to promote health equity.

Syllabus

- Materials-APA 7th edition; items provided by the instructor.
- Evaluation- Satisfactory or Unsatisfactory
- Assignments
 - Syllabus agreement quiz
 - Mini quizzes
 - Clinical log for each clinical day
 - Caring reflections
 - Discussions
 - Advocacy letter
 - End-of-course survey within CourseDen (not the student's evaluation of instruction)

Common Language for Course Syllabi

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

NURS - 4804 - Caring for All

2026-2027 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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

College - School/ Department*

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* 4804

Course Title* Caring for All

Long Course Title Caring for All: A culturally Competent Approach to Nursing

Course Type*

Catalog Course Description* This course empowers students to provide culturally competent care by exploring how cultural awareness, humility, and sensitivity interact with holistic, compassionate nursing practice guided by caring science.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees may make up clinical hours in this course if necessary to complete the 80 hours of clinical experience required by the traineeship. Trainees who must make up clinical hours in this course must register for two credit hours.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing Yes

Restrictions None

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*

Satisfactory/Unsatisfactory
- No IP


Justification and Assessment

Rationale* This course is required to meet the HRSA Traineeship requirements for nursing students. The grant requires students to complete additional clinical hours and additional didactic content. This course is the fourth in a series of four courses that will meet this requirement of the grant.

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

1. Examine how cultural beliefs, values, and practices influence health behaviors and outcomes.
2. Explain how cultural humility, self-awareness, and caring impact relationships.
3. Design culturally appropriate nursing interventions that honor patient identity and promote healing.
4. Reflect on personal values, professional ethics, and the influence of culturally competent nursing care.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20+

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

If yes, what will the fee be?* 0

Fee Justification 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.

NURS4804 Caring for All: A Culturally Competent Approach to Nursing

Description:

This course empowers students to provide culturally competent care by exploring how cultural awareness, humility, and sensitivity interact with holistic, compassionate nursing practice guided by caring science.

This course is available to HRSA NEP grant trainees and to non-trainee students. Trainees may make up clinical hours in this course if necessary to complete the 80 hours of clinical experience required by the traineeship. Trainees who must make up clinical hours in this course must register for two credit hours.

Credit Hours: 1-0-1, may include clinical experiences as needed

Multiple attempts: Yes, maximum of four credit hours toward graduation

Prerequisites: None

Cross-listing: Yes

Student learning outcomes:

1. Examine how cultural beliefs, values, and practices influence health behaviors and outcomes.
2. Explain how cultural humility, self-awareness, and caring impact relationships.
3. Design culturally appropriate nursing interventions that honor patient identity and promote healing.
4. Reflect on personal values, professional ethics, and the influence of culturally competent nursing care.

Syllabus

- Materials-APA 7th edition; items provided by the instructor.
- Evaluation- Satisfactory or Unsatisfactory
- Assignments
 - Syllabus agreement quiz
 - Mini quizzes
 - Cultural interview
 - Case studies
 - Discussions
 - Reflections
 - Capstone assignment
 - End-of-course survey within CourseDen (not the student's evaluation of instruction)

Common Language for Course Syllabi

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

Addendum V

Specialist in Education, Ed.S.

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* Specialist in Education, Ed.S.

Program ID - DO NOT EDIT* 4800

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* We designed our Ed.S. in Special Education program with full-time educators and speech-language pathologists in mind. All courses are delivered fully online, with no requirement to come to campus. Many classes are only eight weeks in length, allowing students to focus on one course at a time while completing two courses per semester. Most students complete their program in as few as four semesters.

Our program features three distinct tracks to meet a variety of professional goals:

Traditional Track (27 credit hours) – Can be completed in four semesters and leads to level 6 upgrade.

Leadership Track (33 credit hours) – Can be completed in five semesters and leads to both level 6 upgrade and Tier I Educational Leadership certification.

Applied Behavior Analysis (ABA) Track (39 credit hours) – Can be completed in six semesters and leads to level 6 upgrade and eligibility to sit for the National Board Certification exam in behavior analysis.

Students are admitted each semester. The GRE is not required for admission. However, applicants must provide documentation of at least two years of public-school employment as a special education teacher or speech-language pathologist, along with a current T-5 certificate in special education or S-5 certificate in speech-language pathology.

All program tracks emphasize leadership in the field of special education. Courses include topics such as program planning and evaluation, curriculum design, special education law, administration, multiculturalism, and advanced research, each designed to elevate your impact and effectiveness as a special education professional.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.

- Provide proof of a Master's degree in education from an accredited institution.
- Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.
- Present a clear and renewable T-5 teaching certificate in special education or S-5 service certificate in speech-language pathology.
- Document 2 or more years of successful experience as a special education teacher, a collaborative teacher working directly with students with disabilities or speech-language pathologist in the school setting.
- Completion of the GACE Ethics for Leaders (Test 352) for Tier I Leadership track.

All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

The courses and experiences of the Ed.S. program require a minimum of 27 semester hours.

Program Requirements

Special Education Core Courses (15 semester hours)

SPED 7701 Program Planning and Evaluation in Special Education

SPED 7704 Leadership and Administration of Special Education Programs

SPED 7729 Special Education Law

SPED 8704 Multiculturalism and Special Education

SPED 8771 Curriculum Design and Implementation in Special Education

Traditional Concentration Courses (12 semester hours)

The traditional track requires 15 credit hours of special education core courses. The remaining 12 credit hours are comprised of 7000 or above concentration area courses relevant to K-12 schools/teachers. Areas of allowable elective courses include Applied Behavior Analysis (ABA) coursework, Autism Endorsement, Dyslexia Endorsement, ESOL Endorsement, Instructional Technology coursework, Online Teaching Endorsement, and Reading Endorsement.

SPED 8784 Research Seminar
[Right] (required)

Applied Behavior Analysis Coursework (must be taken in this sequence)

SPED 7750 Introduction to Applied Behavior Analysis
SPED 7720 Trauma-Informed Functional Behavioral Assessment in Special Education
SPED 7767 Compassionate Behavior Analytic Intervention in Special Education

Autism Endorsement (suggested sequence)

SPED 7716 Autism: Theories and Characteristics
SPED 7726 Autism: Collaboration and Instruction
SPED 7767 Compassionate Behavior Analytic Intervention in Special Education

Dyslexia Endorsement (suggested sequence)

SLPA 7720 Language Disorders and Literacy
SPED 6500 Dyslexia: Methods and Instructional Strategies
READ 7263 Comprehensive Language and Literacy Assessments and Interventions

ESOL Endorsement (suggested sequence)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

Instructional Technology Coursework (does not lead to GAPSC endorsement)

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7479 Digital Game-Based Learning

Online Teaching Endorsement (4 required courses to receive the GAPSC endorsement)

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7472 Introduction to Online Education

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

Reading Endorsement (suggested sequence)

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7201 Teacher as Language and Literacy Leader

Total Credit Hours for Traditional Track: 27

Tier 1 Leadership Track (18 hours)

EDLE 7000 Principles of Instructional Leadership

EDLE 7100 School Law, Policy, and Ethics

EDLE 7200 Using Data to Improve the School

EDLE 7300 School Operations for Student Learning

EDLE 7400 Leadership for Student Learning

EDLE 7500 School and Community Engagement

Total Credits for Tier I Leadership Track: 33 hours

ABA Track - SPED Core (6 hours)

SPED 7701 Program Planning and Evaluation in Special Education

SPED 7729 Special Education Law

ABA Track (33 hours)

SPED 7720 Trauma-Informed Functional Behavioral Assessment in Special Education

SPED 7750 Introduction to Applied Behavior Analysis

SPED 7755 Theoretical and Philosophical Foundations in Applied Behavior Analysis

SPED 7767 Compassionate Behavior Analytic Intervention in Special Education

SPED 7768 Ethical Practice and Professional Issues in Special Education and Behavior Analysis

SPED 7780 Organizational Behavior Management & Supervision

SPED 7782 Single Case Research Methods in Special Education

SPED 7791 Introductory Experiential Learning in ABA: Practicum I

SPED 7792 Advanced Experiential Learning in ABA: Practicum II

SPED 7793 Experiential Learning in Applied Behavior Analysis

[Right] (will be taken twice)

Total Credits for ABA Track: 39 hours

Comprehensive Exam (0 credit hours)

**SPED 8795 End of Program Seminar for the
Specialist of Education: Special Education**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* This track to the Ed.S. is being added to offer an innovative option for students who already hold a master's degree and are seeking initial certification as a Board Certified Behavior Analyst (BCBA). The governing body for this credential (the Behavior Analyst Certification Board - BACB) has strict requirements for program structure as does the accrediting body (Association for Professional Behavior Analysts - APBA) that make offering a standalone certificate program or alternative program option not viable. The design of this program takes into account each of those respective requirements offering potential students seeking

this initial certification an approved and recognized opportunity to do so. This is the only Ed.S. level ABA track in the USG.

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

The ABA Track requires distinct PLOs in order to meet professional accreditation requirements as it will be accredited by the Association of Professional Behavior Analysts (APBA) as an initial BCBA preparation program. The PLOs for the **ABA Track ONLY are listed below:**

1. Foundations of Applied Behavior Analysis: Students will explain the scientific foundations of behavior analysis by identifying its goals, philosophical assumptions, and core dimensions; differentiating among major branches of the field; describing behavior from a radical behaviorism perspective; and accurately distinguishing key behavior- and stimulus-related concepts.
2. Behavior Measurement Basics: Students will identify and operationally define target behaviors, design valid and reliable measurement systems, and collect and graph data.
3. Operant Conditioning Basics: Students will define core respondent and operant conditioning concepts, including reinforcement, punishment, extinction, motivating operations, and schedules of reinforcement; and apply this knowledge to design and evaluate preference assessments.
4. Behavior Change Basics: Students will design, implement, and evaluate reinforcement-based procedures ethically, including the selection and development of feasible measurement systems, and interpretation of graphed data using visual analysis.
5. Behavior Assessment: Students will select, design, conduct, and evaluate ethical and culturally responsive behavior analytic assessments (e.g., indirect assessments, descriptive assessments, functional analyses, assessments of client strengths) to determine the need for behavior-analytic services and inform intervention development.
6. Behavior Change Tools & Tactics: Students will identify, describe, and apply evidence-based behavior-change tactics (e.g., prompting and fading, modeling, differential reinforcement, shaping, chaining, tokens, time-based schedules) that incorporate motivating operations and discriminative stimuli to teach and/or shape socially significant behaviors.
7. Instruction & Intervention: Students will use assessment data to develop and evaluate evidence-based intervention and/or instruction, including setting measurable intervention and/or instructional goals, selecting and designing contextually relevant and socially valid behavior-change procedures, monitoring treatment integrity and outcomes, and collaborating effectively with partners to make data-based decisions about intervention effectiveness.
8. Generalization, Maintenance, and Fading: Students will program and evaluate stimulus/response generalization, emergent/generative performance, maintenance across time and settings, and systematic fading of prompts and artificial supports.
9. Experimental Design: Students will identify and describe single-case experimental designs by distinguishing among independent and dependent variables and internal and external validity; identifying the defining features and relative strengths of single-case and group designs; differentiating between

design and analysis types; interpreting and critiquing single-case data; and appropriately selecting and implementing single-case designs in applied contexts.

10. Ethical and Professional Issues: Students will identify and apply BACB ethical standards to hypothetical scenarios by protecting confidentiality, avoiding multiple-relationship risks, practicing within scope, planning for transition/discontinuation, and engaging in reflective, culturally humble professional conduct.
11. Personnel Supervision & Management: Students will establish equitable supervisory relationships, select supervision goals from performance assessments, implement behavioral skills training and other performance management strategies, and make data-based decisions to improve supervisee practice and client outcomes.

PLOs for the other two tracks in the Ed.S. will remain the same (as previously approved).

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 In order to accommodate all required coursework without further extending the total required coursework hours beyond what is reasonable, adjustments to the Ed.S. curriculum was necessary. Two SPED core courses from the Ed.S. were preserved in the new ABA track curriculum (SPED 7701 and SPED 7729). Additionally, four required SPED Ed.S. courses were substituted with ABA courses as follows (see these listed substitutions on the attached program sheet, page 3):

1. SPED 7704 -> SPED 7780
2. SPED 8704 -> SPED 7768
3. SPED 8771 -> SPED 7755
4. SPED 8784 -> SPED 7782

Then, 6 additional ABA courses were added (SPED 7750, SPED 7720, SPED 7767, SPED 7791, SPED 7792, and SPED 7793 [taken twice]) for a total of 21 credit hours (3 credit hours per course x 7 courses). Since all of these courses are pre-existing, there is no change in the curriculum content at the program's instructional level (0% change).

These changes also result in an increase in total coursework hours from 27 (approved Traditional track) to 39 (ABA track), a difference of 12 credit hours. The existing traditional track (27 credit hours) and the Tier 1 Leadership track (33 credit hours) will remain options for students who are not interested in seeking initial BCBA preparation programming.

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.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT SPECIAL EDUCATION
Ed.S. in Special Education
Traditional Track

SPED Ed.S. Required Courses (18 credit hours)	Grade	Semester Taken	Credit Hours
SPED 7701 Program Planning and Evaluation in Special Education			3
SPED 7704 Leadership and Administration of Special Education Programs			3
SPED 7729 Special Education Law			3
SPED 8704 Multiculturalism in Special Education			3
SPED 8771 Curriculum Design and Implementation in Special Education			3
SPED 8784 Research Seminar			3
Electives (9 credit hours)			
• Elective (3 credit hours)			3
• Elective (3 credit hours)			3
• Elective (3 credit hours)			3
SPED 8795 Comprehensive Exam for the Ed.S. in Special Education			0
Total Credit Hours:		27 hrs	

[*See approved electives by clicking here](#)

1. We highly suggest you adhere to the original program plan in your Welcome email and the handbook. Not all courses are offered each semester. Please work with your advisor if you need to deviate from the program plan.
2. All classes must be completed within 7 years. There may be exceptions (e.g., a student called for military service).
3. A maximum of 6 graduate credit hours may be transferred from another accredited institution. Check the Graduate Catalog and with your advisor for requirements.

Ed.S. in Special Education Leadership Track

SPED Ed.S. Required Courses (15 credit hours)	Grade	Semester Taken	Credit Hours
SPED 7701 Program Planning and Evaluation in Special Education			3
SPED 7704 Leadership and Administration of Special Education Programs			3
SPED 7729 Special Education Law			3
SPED 8704 Multiculturalism in Special Education			3
SPED 8771 Curriculum Design and Implementation in Special Education			3
Leadership Track Courses (18 credit hours)			
EDLE 7000: Principles of Instructional Leadership			3
EDLE 7100: School Law, Policy, and Ethics			3
EDLE 7200: Using Data to Improve Schools			3
EDLE 7300: School Operations for Learning			3
EDLE 7400: Leadership for Student Learning			3
EDLE 7500: School and Community Engagement			3
SPED 8795 Comprehensive Exam for the Ed.S. in Special Education			0
Total Credit Hours:		33 hrs	

1. We highly suggest you adhere to the original program plan in your Welcome email and the handbook. Not all courses are offered each semester. Please work with your advisor if you need to deviate from the program plan.
2. All classes must be completed within 7 years. There may be exceptions (e.g., a student called for military service).
3. Application includes completion of the GACE 380. GaPSC requires Tier 1 candidates to pass the GACE #311 Content Assessment in Educational Leadership prior to receiving leadership certification.
4. A maximum of 6 graduate credit hours may be transferred from another accredited institution. Check the Graduate Catalog and with your advisor for requirements.

**Ed.S. in Special Education
ABA Track**

SPED Ed.S. Required Courses (6 credit hours)	Grade	Semester Taken	Credit Hours
SPED 7701 Program Planning and Evaluation in Special Education			3
SPED 7729 Special Education Law			3
ABA Track Courses (33 credit hours)			
SPED 7750 Introduction to ABA			3
SPED 7755 Theoretical and Philosophical Foundations of ABA			3
SPED 7720 Trauma-Informed Functional Behavioral Assessment in SPED			3
SPED 7767 Compassionate Behavior Analytic Intervention in SPED			3
SPED 7768 Ethical Practice in Special Education and Behavior Analysis			3
SPED 7780 Organizational Behavior Management & Supervision			3
SPED 7782 Single Case Research Methodology in SPED			3
SPED 7791 Introductory Experiential Learning in ABA			3
SPED 7792 Advanced Experiential Learning in ABA			3
SPED 7793 Experiential Learning in ABA (taken twice)			6
SPED 8795 Comprehensive Exam for the Ed.S. in Special Education			0
Total Credit Hours:		39 hrs	

To maximize the efficiency of the ABA Track in alignment with other Ed.S. track options, the following required courses from the SPED Ed.S. Required Courses were made:

Ed.S. Required Courses	ABA Track Substitutions
SPED 7704 Leadership and Administration in SPED	SPED 7780 Organizational Behavior Management & Supervision
SPED 8704 Multiculturalism in SPED	SPED 7768 Ethical Practice in Special Education and Behavior Analysis
SPED 8771 Curriculum Design and Implementation in SPED	SPED 7755 Theoretical and Philosophical Foundations of Behavior Analysis
SPED 8784 Research Seminar	SPED 7782 Single Case Methodology in SPED

**Education Specialist (Ed.S.)
Special Education - ABA Track**

Program Learning Outcome	USG 2029 Strategic Plan Goal Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
1: Students will explain the scientific foundations of behavior analysis by identifying its goals, philosophical assumptions, and core dimensions; differentiating among major branches of the field; describing behavior from a radical behaviorism perspective; and accurately distinguishing key behavior- and stimulus-related concepts.	Student Success; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
2: Students will identify and operationally define target behaviors, design valid and reliable measurement systems, and collect and graph data.	Student Success; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
3: Students will define core respondent and operant conditioning concepts, including reinforcement, punishment, extinction, motivating operations, and schedules of reinforcement; and apply this knowledge to design and evaluate preference assessments.	Student Success; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
4: Students will design, implement, and evaluate reinforcement based procedures ethically, including the selection and development of feasible measurement systems, and interpretation of graphed data using visual analysis.	Student Success; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
5: Students will select, design, conduct, and evaluate ethical and culturally responsive behavior analytic assessments (e.g., indirect assessments, descriptive assessments, functional analyses, assessments of client strengths) to determine the need for behavior-analytic services and inform intervention.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	FBA Report Rubric (SPED 7720)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
6: Students will identify, describe, and apply evidence-based behavior-change tactics (e.g., prompting and fading, modeling, differential reinforcement, shaping, chaining, tokens, time-based schedules) that incorporate motivating operations and discriminative stimuli to teach and/or shape socially significant behaviors.	Student Success; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
7: Students will use assessment data to develop and evaluate evidence-based intervention and/or instruction, including setting measurable intervention and/or instructional goals, selecting and designing contextually relevant and socially valid behavior-change procedures, monitoring treatment integrity and outcomes, and collaborating effectively with partners to make data-based decisions about intervention effectiveness.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
8: Students will program and evaluate stimulus/response generalization, emergent/generative performance, maintenance across time and settings, and systematic fading of prompts and artificial supports.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	Behavior Change Project Rubric (SPED 7791)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
9: Students will identify and describe single case experimental designs by distinguishing among independent and dependent variables and internal and external validity; identifying the defining features and relative strengths of single case and group designs; differentiating between design and analysis types; interpreting and critiquing single case data; and appropriately selecting and implementing single case designs in applied contexts.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	Research Proposal Rubric (SPED 7782)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
10: Students will identify and apply BACB ethical standards to hypothetical scenarios by protecting confidentiality, avoiding multiple relationship risks, practicing within scope, planning for transition/discontinuation, and engaging in reflective, culturally humble professional conduct.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	Declaration of Professional Practice, Part 1 (SPED 7768) Declaration of Professional Practice, Part 2 (SPED 7768)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					
11: Students will establish equitable supervisory relationships, select supervision goals from performance assessments, implement behavioral skills training and other performance management strategies, and make data-based decisions to improve supervisee practice and client outcomes.	Student Success; Responsible Stewardship; Economic Competitiveness; Community Impact	Coaching Project Rubric (SPED 7792)	At least 80% of students score 3.0 or higher across all PLO relevant rubric criteria					

https://www.usg.edu/strategic_plan/

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE												
DEPARTMENT:	Special Education	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8	PL-SLO 9	PL-SLO 10	PL-SLO 11		
PROGRAM:	Ed.S. - ABA Track	COURSES	Students will explain the scientific foundations of behavior analysis by identifying its goals, philosophical assumptions, and core dimensions; differentiating among major branches of the field; describing behavior from a radical behaviorism perspective; and accurately distinguishing key behavior- and stimulus-related concepts.	Students will identify and operationally define target behaviors, design valid and reliable measurement systems, and collect and graph data.	Students will define core respondent and operant conditioning concepts, including reinforcement, punishment, extinction, motivating operations, and schedules of reinforcement; and apply this knowledge to design and evaluate preference assessments.	Students will design, implement, and evaluate reinforcement based procedures ethically, including the selection and development of feasible measurement systems, and interpretation of graphed data using visual analysis.	Students will select, design, conduct, and evaluate ethical and culturally responsive behavior analytic assessments (e.g., indirect assessments, descriptive analyses, functional analyses, assessments of client strengths) to determine the need for behavior-analytic services and inform intervention development.	Students will identify, describe, and apply evidence-based behavior-change tactics (e.g., prompting and fading, modeling, differential reinforcement, shaping, chaining, tokens, time based schedules) that incorporate motivating operations and discriminative stimuli to teach and/or shape socially significant behaviors.	Students will use assessment data to develop and evaluate evidence-based intervention and/or instruction, including setting measurable intervention and/or instructional goals, selecting and designing contextually relevant and socially valid behavior-change procedures, monitoring treatment integrity and outcomes, and collaborating effectively with partners to make data based decisions about intervention effectiveness.	Students will program and evaluate stimulus/response generalization, emergent/generative performance, maintenance across time and settings, and systematic fading of prompts and artificial supports.	Students will identify and describe single case experimental designs by distinguishing among independent and dependent variables and internal and external validity; identifying the defining features and relative strengths of single case and group designs; differentiating between design and analysis types; interpreting and critiquing single case data; and appropriately selecting and implementing single case designs in applied contexts.	Students will identify and apply BACB ethical standards to hypothetical scenarios by protecting confidentiality, avoiding multiple relationship risks, practicing within scope, planning for transition/discontinuation, and engaging in reflective, culturally humble professional conduct.	Students will establish equitable supervisory relationships, select supervision goals from performance assessments, implement behavioral skills training and other performance management strategies, and make data based decisions to improve supervisee practice and client outcomes.	
<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>	1	SPED 7729										R		
	2	SPED 7701							R		R			
	3	SPED 7750	I, R	I	I	I		I				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	SPED 7720		R, M			I, R, M, A				R	
	5	SPED 7767		R	R, M	R, M		R	R	R		R		
	6	SPED 7780		R	R	R	R		R	R		R	I, R, M	
	7	SPED 7768										I, R, M, A		
	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	SPED 7782	R	R				R		I, R, M, A		
	9	SPED 7755	R, M		R	R		R		R				
	10	SPED 7791	A	R, A	R, A	R, A		R, A	R, A	R, A		R	R	
	11	SPED 7792		R	R	R		R	R	R		R	R, M, A	
	12	SPED 7793	R	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	SPED 8795										
	14													
	15													
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	**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													

PSYC - 6785A - Advanced Horizon Seminar

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* 6785A

Course Title* Advanced Horizon Seminar

Course Type*

Catalog Course Description* A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty.

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* 3.0 to 4.0

Lab Hrs* 0

Credit Hrs* 3.0 to 4.0

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. * 24

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*

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?* To be able to create multiple sections of the 6785 MA Horizon seminar course. No syllabi are required for this proposal since the syllabi will vary since it is a horizon seminar and the topics will vary

Student Learning Outcomes* Same student learning outcomes as 6785 class already entered

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* Not sure

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.

PSYC - 6785B - Advanced Horizon Seminar

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* 6785B

Course Title* Advanced Horizon Seminar

Course Type*

Catalog Course Description* A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty.

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* 3.0 to 4.0

Lab Hrs* 0

Credit Hrs* 3.0 to 4.0

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.* 24

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*

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.
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- 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?* To be able to create multiple sections of the 6785 MA Horizon seminar course. No syllabi are required for this proposal since the syllabi will vary since it is a horizon seminar and the topics will vary

Student Learning Outcomes* Same learning outcomes as the original 6785 course

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please 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:

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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* not sure

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

If yes, what will the fee be? * none

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.