

Memorandum

To: General Faculty

Date: December 4, 2025

Regarding: Faculty Senate Agenda for December 5, 2025 in Richards Hall, room 102

1. Call to Order

2. Roll Call

3. Minutes

A) The November 14, 2025 Faculty Senate Meeting Minutes were approved electronically on November 20, 2025.

4. Discussion with Leadership

A) President

B) Provost

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

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

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

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

A) College of Humanities, Arts, and Social Sciences

1) School of the Social Sciences

a) [SOCL 4473 – Survey Design](#)

Request: Add

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes,

response and participation rates, reliability and validity of survey responses, and ethics in surveys.

RATIONALE: Surveys are a data collection method frequently used by sociologists. This course will provide students with additional expertise in this research method and a skill that they can use in their future careers.

Occupations that may involve collecting or evaluating the quality of survey data, such as data scientist and statistician, are rated as having a “bright outlook,” indicating that this skill may be desirable to their future employers. year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [Geography](#)

Request: Deletion

This is a program that focuses on the discipline of Geography, offering concentrations in Environmental Sustainability, Geographic Information Science, and General Geography.

RATIONALE: The decision was made to fundamentally transform the Geology program into an Earth and Environmental Sciences (EES) program that would include geographic skills and areas of knowledge, hence essentially folding the Geography program into the new EES program. The new (i.e. revised) EES program was approved at all levels, making the Geography program redundant. Almost all of the courses that existed in Geography now reside in EES. In the curriculog attachments you will find 1) the filled out USG deactivation form (submitted to the USG), 2) a UWG specific teach-out plan, and 3) a list of current Geography majors and their expected graduation year.

b) [PHYS 3115 – Applied Mechanics](#)

Request: Add

Applied Mechanics provides an introduction to the fundamental principles of statics and dynamics with an emphasis on algebra-based problem solving. Topics include force systems, equilibrium, friction, centroids, moments of inertia, and the motion of particles and rigid bodies. The course emphasizes practical applications, encouraging students to connect mechanical principles with real-world experiences and everyday surroundings.

RATIONALE: This course is being created to be part of a new degree option, Engineering Science.

c) PHYS 4415 – Fundamentals of Materials

Request: Add

This course offers a deep dive into the fascinating world of materials science, exploring how the arrangement of atoms shapes the properties and performance of everything we build. Students will investigate the structure–property relationships that govern metals, ceramics, polymers, and composites, starting from the atomic and molecular level and working up to bulk-scale behavior.

RATIONALE: This course will support a new degree option, Engineering Science.

d) Physics, Astronomy Concentration, B.S.

Request: Revision

The Bachelor of Science in Physics with a Concentration in Astronomy is designed for students who plan to pursue graduate studies and/or careers in astronomy and astrophysics, as well as for students who desire an increased emphasis on image processing techniques, radiative processes, and energy transport. Astronomy courses built into the physics degree, along with hands-on research opportunities, produces a highly competitive student for graduate programs, observatories, planetariums, and the space industry.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new

courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — “9 Hours Selected From” Area a. Remove MATH 3353, 3413, 4153 (courses no longer offered) b. Replace MATH 4203 with MATH 3203 (course number was changed) c. Add MATH 3003, MATH 4413 as options 7.) Majors Electives — “12 Hours Selected From” Area a. PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 b. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 This is intended to increase flexibility and allow students to take classes based on their interests. 8.) Majors Electives — Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 9.) DSW courses: Remove ASTR 4103, add PHYS 4411, replace PHYS 3511 and 3521 with PHYS 3510 NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

e) [Physics, Battery Technology and Sustainable Energy Concentration, B.S.](#)

Request: Revision

The B.S. in Physics with a Concentration in Battery Technology and Sustainable Energy is a modification of the general physics major track, to emphasize battery technology and its applications in power distribution networks and transportation, such as electric vehicles. This concentration is designed for students who plan to pursue careers in energy production and energy storage industries.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — “12 Hours Selected From” Area a. Add the following PHYS courses as options: 3023, 4411, 4415 b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 This is intended to increase flexibility and allow students to take classes based on their interests. 7.) Majors Electives — Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 8.) DSW courses: Add ASTR 3133, 4984, and PHYS 4411 NOTE: SLOs and assessments are unchanged by these modifications. The program

maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

f) Physics, Business Concentration, B.S.

Request: Revision

The Bachelor of Science in Physics with a Concentration in Business is a unique program combining fundamental courses in physics with business-related electives, preparing for diverse career opportunities including entrepreneurship. This pathway provides a student with the business and technology skills needed in today's tech companies.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to the major requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing “Plan A, B, C, etc.” terminology from the name of each track. The specific changes are: 1.) Remove “Plan C” from program name, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5,6) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Under Major Requirements,

replace MATH 3063 (no longer offered) with ECON 3402 9.) Removed PHYS 4984 as a Major Requirement, to account for PHYS 2130 10.) Majors Electives — “15 Hours Selected From” Area a. Add MATH 2853 and 3003 as options b. Remove PHYS 4103 (no longer offered) c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 d. Add the following PHYS courses as options: 3023, 3115 (as an alternate to 3113), 3513, 3613, 3813, 4411, 4415, 4624, 4984 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133, Add PHYS 3503, PHYS 4411, and ASTR 4984 NOTE: SLOs and Assessments are unaffected by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

g) [Physics, Engineering Pathway, B.S.](#)

Request: Revision

The Bachelor of Science with a Degree in Physics, Engineering Pathway allows students to earn both a B.S. in Physics from UWG and an engineering degree from Kennesaw State University in approximately five academic years. This is a comprehensive curriculum that combines rigorous physics coursework with practical engineering applications along with benefits of small class sizes, personalized attention, and hands-on learning experiences that prepare for a successful career in both fields. This option provides a student with a focused education in an engineering discipline and the fundamental in-depth problem-solving skills of physics, producing a next-level engineer.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are

removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing “Plan A, B, C, etc.” terminology from the name of each track. Specific changes include:

- 1.) The name of the track is changed in two ways. First, the term “Dual Degree” has been removed, per accreditation requirements at KSU. This is a change in name only, as students will obtain both a physics degree and an engineering degree. Secondly, “Plan B” has been removed, to reduce confusing terminology
- 2.) Update Core Areas to IMPACTS designations
- 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5, 6) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113.
- 6.) Under Core T, the old program sheet only listed CHEM 1211K and CHEM 1212K, which are eCore classes. CHEM 1211, 1211L, 1212, and 1212L have been added.
- 7.) In Area F, the previous program sheet only listed PHYS 2211 and 2212 (4 CH each). Since these classes are 3 CH, for clarity the laboratory courses PHYS 2211L and 2212L have been added.
- 8.) Major: The course number for PHYS 4313 has been updated to 3503 (Modern Physics)
- 9.) Majors Electives — “Six Hours Selected From” Area
 - a. Added MATH 2853 as an option
 - b. Remove MATH 3063 (course no longer offered)
 - c. Replace MATH 4203 with MATH 3203 (course number was changed)
- 10.) Majors Electives — “9 Hours Selected From” Area
 - a. Replace PHYS 3511 and PHYS 3521 (Experimental Physics I and II) by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510
 - b. Remove PHYS 4103 (no longer offered)
 - c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433
 - d. Add the following new PHYS courses as options: 2130, 3513, 3613, 3813, 4411, 4415, 4624

The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and

allow students to take classes based on their interests. 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133; Add PHYS 3503, PHYS 4411, and ASTR 4984 NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4.

h) Physics, MAT Pathway, B.S.

Request: Revision

The Bachelor of Science in Physics with a Pathway to Master of Arts in Teaching (MAT) is a program designed to provide a strong foundation in physics while preparing for a Master of Arts in Teaching (MAT) degree. This track is designed for students who desire to pursue a middle and high school science teaching career. The accelerated bachelors to master's degree prepares the student with a competitive skill set in the world of education.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Under Major

Requirements, remove PHYS 3511 (Experimental Physics I) to account for the 1 CH PHYS 2130 7.) Majors Electives — “15 Hours Selected From” Area Add the following PHYS courses as options: 3510 3513, 3613, 3813, 4415, 4624. This is intended to increase flexibility and allow students to take classes based on their interests. 8.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and PHYS 4411 NOTE: The SLOs and Assessments are unchanged by these modifications. No program map existed for this degree pathway, and therefore a new one is attached to this proposal.

i) Physics, Plan E – Computational Physics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

j) Physics, Plan F – Electro-Optics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

k) Physics, Plan G – Solid State Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

l) Physics, B.S.

Request: Revision

The Bachelor of Science in Physics (General Track) provides a comprehensive foundation in physics, covering everything from subatomic particles to galaxies. This track is designed for students who desire to pursue graduate study in physics or career options for which physics is an excellent gateway such as engineering, data analytics, quality control specialist, and research scientist. A physics degree provides students with problem solving and mathematical skills to succeed in a wide range of careers in industry, academia, and national laboratories.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing “Plan A, B, C, etc.” terminology from the name of each track. The specific changes are:

- 1.) Remove “Plan A” from program name, to reduce confusing terminology
- 2.) Update Core Areas to IMPACTS designations
- 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 4.) Under

Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Majors Electives — “Six Hours Selected From” a. Area Remove Foreign Language courses b. Replace MATH 4203 with MATH 3203 (course number was changed) c. Add MATH 4413 as an option Remove MATH 3353, 4153 (courses no longer offered) 9.) Majors Electives — “15 Hours Selected From” Area a. Remove PHYS 4103 (no longer offered) b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 c. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 10.) Majors Electives —Reduce required credit hours from 15 to 14, to account for 1 CH PHYS 2130 11.) DSW courses: Replace PHYS 4103 (no longer offered) with ASTR 3133, replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and 4984, PHYS 3503 and 4411 NOTE: The program map has been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4. These changes do not affect SLOs or Assessment Plans.

C) School of Communications, Film, and Media

1) Mass Communications

a) [Certificate of Less than One Year in Emerging Digital Media Practitioner](#)

Request: Add

This 12-hour certificate is designed to equip students with the practical, hands-on skills necessary to succeed in today's fast-paced media industry. Through exposure to a variety of coursework dealing with digital/social

media, content creation, and newer emerging technologies (e.g., generative artificial intelligence, virtual/extended reality), students will learn how to be proficient media practitioners and therefore set themselves apart in a competitive, dynamic job market that demands they be adaptable to technological change.

RATIONALE: The proposed certificate addresses the growing need for students to develop adaptable, technology-driven digital media skills in today's rapidly evolving industry. As employers increasingly seek graduates who can integrate emerging technologies, this program offers practical training to build those competencies. While advances in technology raise concerns about job displacement, they also create new opportunities. This certificate highlights students' ability to work creatively with digital tools, making it a strong addition to their résumés and enhancing their appeal to employers in a competitive job market.

b) [Film and Video Production Minor](#)

Request: Revision

RATIONALE: When the minor was created, none of these classes existed and they are de facto getting allowed to count already. We are trying to streamline the program and ensure student are able to complete their minor with more options and less stress during registration.

D) Tanner Health System of Nursing

1) School of Nursing

a) [NURS 3000 – Holistic Health and Physical Assessment in Nursing Practice](#)

Request: Add

Students learn to apply systematic techniques for collecting health histories and performing physical examinations. They focus on identifying normal findings, recognizing variations, and engaging effectively with patients. Simulation activities support the development of confidence and accuracy in clinical assessment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

b) [NURS 3010 – Professionalism and Ethics in Nursing](#)

Request: Add

This course explores the foundational principles of professionalism and ethics within the context of contemporary nursing practice. Students examine ethical frameworks, professional standards, and legal considerations that guide decision-making and behavior in diverse healthcare environments. Emphasis is on communication, interprofessional collaboration, and the development of ethical competence.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

c) [NURS 3020 – Person-Centered and Compassionate Care in Nursing](#)

Request: Add

Students develop essential skills for delivering safe, evidence-based nursing care. Emphasis is placed on compassion, effective communication, social determinants of health (SDOH), and cultural humility. Students learn foundational nursing procedures, apply the nursing process, and develop clinical reasoning in diverse care settings, integrating knowledge from nursing science and related disciplines.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

d) [NURS 3021 – Person-Centered Care II: Care of the Adult and Older Adult](#)

Request: Add

Students apply evidence-based nursing, clinical reasoning, and knowledge from nursing and related sciences to identify and manage common acute and chronic conditions, wellness needs, functional changes, and care transitions in adults and older adults. Students participate in simulation experiences, clinical practice, and complete competency checkoffs to validate performance.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

e) [NURS 3030 – Caring for Vulnerable Populations](#)

Request: Add

This course focuses on nursing care for clinical judgment, therapeutic communication, social determinants of health, and legal and ethical considerations to promote safe, equitable, and person-centered care across the

lifespan. Students apply the nursing process and evidence- based interventions to support resilience in patients with mental health issues.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

f) [NURS 3050 – Pathophysiology and Pharmacology I](#)

Request: Add

This course explores the pathophysiology and pharmacologic management of common disease conditions. Students will apply foundational knowledge of pathophysiology, pharmacokinetics, and pharmacodynamics to support clinical decision-making in health promotion, risk reduction, and disease treatment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

g) [NURS 3060 – Advancing Health Through Leadership, Policy, and Interprofessional Practice](#)

Request: Add

This course prepares students for transition to professional nursing roles, focusing on leadership, systems-based care, financial and regulatory frameworks, and collaboration across the healthcare team. Students explore requirements for licensure, scope of practice, professional organizations, and how nurses influence care quality, health equity, and outcomes while examining factors like discrimination and social determinants of health. Emphasis is placed on safety, advocacy, information technology, innovation, and professional growth within today’s complex healthcare environments.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

h) [NURS 3100 – Pathophysiology and Pharmacology II](#)

Request: Add

Students apply pathophysiology, pharmacokinetics, and pharmacodynamics to clinical decision-making related to diverse disease processes and therapeutic interventions, with an emphasis on safe, evidence-based, and person-centered care.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

i) [NURS 3400 – Evidence Informed Practice for Professional Nurses](#)

Request: Add

This course introduces foundational principles of evidence-informed nursing practice. Students learn to develop clinical questions, find and evaluate research, consider social determinants of health, and use informatics for data-driven decisions.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

j) [NURS 4020 – Quality and Safety Science in Nursing Practice](#)

Request: Add

This course introduces foundational and advanced concepts in patient safety, quality improvement, and risk management. Students examine system-level factors, safety science, regulatory influences, and interprofessional collaboration to improve outcomes. Emphasis is placed on data-informed decision-making, informatics, organizational culture, and evidence-based strategies to reduce risk and advance equity. Students apply quality improvement tools in real-world scenarios to strengthen leadership, communication, and systems thinking.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

k) [NURS 4022 – Person-Centered Care III: Family-Centered Care Across the Lifespan](#)

Request: Add

Students apply evidence-based nursing knowledge to deliver holistic, developmentally appropriate care to children and families. The course emphasizes growth and development, management of acute and chronic pediatric conditions, and the development of collaborative partnerships with families to support health, resilience, and overall well-being. Emphasis is placed on promoting physiologic birth, managing complications, providing newborn care, and delivering culturally sensitive, family-centered care in collaboration with the healthcare team.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

l) [NURS 4023 – Person-Centered Care IV: Transition to Professional Nursing Practicum](#)

Request: Add

This immersive clinical practicum serves as the culminating experience of the nursing program, where students function as competent, practice-ready nurses. Through direct patient care, leadership, clinical judgment, teamwork, and reflective practice, students synthesize prior learning to deliver safe, evidence-based, and person-centered care. Emphasis is on the transition to professional nursing practice, readiness for licensure, and entry into the workforce.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

m) [NURS 4030 – Population, Public, and Community Health Nursing](#)

Request: Add

Students are prepared to deliver population-focused, preventive care through immersive clinical experiences with marginalized populations in global, regional, or local settings. They explore how social, cultural, political, and economic factors influence health outcomes. Students examine public health systems, culturally responsive care, and community engagement strategies to promote health equity, along with key concepts in health promotion, disease prevention, and the impact of social determinants of health.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

n) [NURS 4040 – Capstone in Professional Role Formation](#)

Request: Add

This final course prepares BSN students for practice through a faculty-guided, preceptor-supported capstone. Students identify a clinical problem and design, implement, and evaluate an evidence-based solution. Focus areas include leadership, interprofessional collaboration, informatics, and social determinants of health to improve quality, safety, and equity. Students apply population health principles, demonstrate AACN Essentials competencies, and reflect on their growth as nurse leaders.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

o) [NURS 4110 – Clinical Reasoning in Acute and Complex Adult Health](#)

Request: Add

This critical care course and practicum builds on prior coursework, emphasizing clinical reasoning in the care of patients with complex, high-acuity conditions. Students apply advanced critical thinking, prioritize care in rapidly evolving situations, and collaborate with interprofessional teams to deliver safe, effective care in high-stakes settings.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

Information Items:

- A) High Impact Practice Recommendations ([Addendum II](#))
- B) Course Attributes for High Impact Practices – Writing Intensive Course (WIC)
Criteria ([Addendum III](#))

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

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

- A) College of Humanities, Arts, and Social Sciences

- 1) School of Social Sciences

- a) [SOCI 5293 – Families, Foster Care, and Adoption](#)

Request: Add

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with SOCI 4293, which already exists and is regularly offered. Knowledge of the child welfare and adoption systems as they relate to families will be relevant to graduate students pursuing careers related to families and/or youth.

- b) [SOCI 5453 – Sociology of Education](#)

Request: Add

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4453 course that is currently going through Curriculog. The UWG Sociology program has offered Sociology of Education

as a special topics course at the graduate level in the past; it is a topic that is of interest to students and relevant to students who plan to pursue careers involving youth (such as Department of Juvenile Justice, Department of Children and Family Services, etc).

c) SOCI 5473 – Survey Design

Request: Add

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4473 course that is currently going through Curriculog. Survey Design is a skill that is frequently used by sociologists and that many employers find desirable.

6. Old Business

- a. None

7. New Business

- a. Focused discussion on research.

8. Announcements

9. Adjourn

Addendum I

SOCI - 4473 - Survey Design

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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College - 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 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 *

SOCI

Course Number * 4473

Course Title * Survey Design

Long Course Title

Course Type *

Sociology

Catalog Course Description *

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* Surveys are a data collection method frequently used by sociologists. This course will provide students with additional expertise in this research method and a skill that they can use in their future careers. Occupations that may involve collecting or evaluating the quality of survey data, such as data scientist and statistician, are rated as having a "bright outlook," indicating that this skill may be desirable to their future employers.

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

By the end of the course, students will be able to:

1. Develop research questions that can be answered using survey research.
2. Use best practices in questionnaire development to find appropriate existing questions and write original survey questions.
3. Demonstrate understanding of different methods of sampling and the contexts in which they are used.
4. Demonstrate understanding of the advantages and disadvantages of different methods of survey administration.
5. Conduct survey data collection by creating survey instruments and administering questionnaires to participants.
6. Evaluate survey data based on question quality and response rates and participation rates.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Survey Design

SOCI-4473

Spring 2023 Section 01 3 Credits 01/09/2023 to 05/09/2023 Modified 03/28/2023

Description

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

Requisites

Prerequisites:

Corequisites:

Contact Information

Meeting Times

Materials

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: the tailored design method* (Fourth edition.). Wiley.

We are doing many readings from this book, which is available online through the UWG Library here:

<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=1762797>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=1762797>).

We also have a couple chapters from this book, available through the UWG Library here:

<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=7106015>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=7106015>).

Robinson, Sheila B. and Kimberly Firth Leonard. 2018. *Designing Quality Survey Questions*. Thousand Oaks, CA: SAGE.

I recommend that you download chapters from the ebook rather than reading them online. The library's license only allows 1 user to access the ebook at a time; if you download the chapters, there is less chance that you will prevent someone else from accessing the ebook.

Other readings will be available on CourseDen as PDFs or ebook links.

Outcomes

By the end of the course, students will be able to:

- Develop research questions that can be answered using survey research.
- Use best practices in questionnaire development to find appropriate existing questions and write original survey questions.
- Demonstrate understanding of different methods of sampling and the contexts in which they are used.
- Demonstrate understanding of the advantages and disadvantages of different methods of survey administration.
- Conduct survey data collection by creating survey instruments and administering questionnaires to participants.
- Evaluate survey data based on question quality and response rates and participation rates.

Assignments

Research topic and question	10% of course grade	Friday, Jan 27
Review of treatment of topic in other surveys	10% of course grade	Friday, Feb 10
Conceptualization and operationalization	10% of course grade	Friday, Feb 24
New survey questions and cognitive interview pre-test	10% of course grade	Friday, March 17
Survey in Qualtrics	10% of course grade	Friday, March 31
Analysis of survey data	10% of course grade	Friday, April 21
Survey Codebook	20% of course grade	TBD, final exam week
Reading Memos	20% of course grade	Before each class meeting

Schedule

WEEK	READINGS	DUE
Week 1 Jan 16-20	Introduction to the Course	

<p>Week 2</p> <p>Jan 23-27</p>	<p>Introduction to Surveys</p> <ul style="list-style-type: none"> - Dillman et al, "Sample Surveys in Our Electronic World" - Dillman et al, "Reducing People's Reluctance to Respond to Surveys" <p>(Sections on "Example of a survey with a high response rate" and "Putting the parts together: Some guidelines for applying social exchange")</p>	<ul style="list-style-type: none"> - Reading Memo #1 due in class - Research topic/question for survey of American adults due by Friday
<p>Week 3</p> <p>Jan 30-Feb 3</p>	<p>Sampling/Case Selection</p> <ul style="list-style-type: none"> - Dillman et al, "Covering the Population and Selecting Who to Survey" 	<ul style="list-style-type: none"> - Reading Memo #2
<p>Week 4</p> <p>Feb 6-10</p>	<p>Current Issues in Surveys and Sampling</p> <ul style="list-style-type: none"> - <i>Annual Review of Sociology</i>, "New Developments in Survey Data Collection" 	<ul style="list-style-type: none"> - Reading Memo #3 - Review of treatment of research topic in other surveys
<p>Week 5</p> <p>Feb 13-17</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - Dillman et al, "The Fundamentals of Writing Questions" - Dillman et al, "How to Write Open and Close-Ended Questions" 	<ul style="list-style-type: none"> - Reading Memo #4
<p>Week 6</p> <p>Feb 20-24</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - Dillman et al, "Ordering Questions and Testing for Question Order Effects" - Schutt excerpt on conceptualization and operationalization 	<ul style="list-style-type: none"> - Reading Memo #5 - Conceptualization and operationalization

<p>Week 7</p> <p>Feb 27- March 3</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - <i>Annual Review of Sociology</i>, article on asking survey questions 	<ul style="list-style-type: none"> - Reading Memo #6
<p>Week 8</p> <p>March 6- 10</p>	<p>Finalizing the Survey</p> <ul style="list-style-type: none"> - Robinson and Leonard, "Finalizing questions and using pre-test strategies" - Optional additional reading on cognitive interviewing: 	<ul style="list-style-type: none"> - Reading Memo #7 - New survey questions should be drafted for cognitive interview pre-tests
<p>Week 9</p> <p>March 13- 17</p>	<p>Qualtrics Workshop</p>	<ul style="list-style-type: none"> - Reading Memo #8 - Survey questions and cognitive interview pre-test due
<p>Week 10</p> <p>March 20- 24</p>	<p>SPRING BREAK</p>	
<p>Week 11</p> <p>March 27- 31</p>	<p>Qualtrics Workshop</p>	<ul style="list-style-type: none"> - Survey questions in Qualtrics

Week 12 April 3-7	Survey Administration <ul style="list-style-type: none"> - Robinson and Leonard, "Pulling it all together to Maximize Response" - Dillman et al, "Web Questionnaires and Implementation" 	- Reading Memo #10
Week 13 April 10-14	Missing Data and Recoding Data <ul style="list-style-type: none"> - Weisberg, "Nonresponse Error at the Item Level" & "Postsurvey Error" 	- Reading Memo #11
Week 14 April 17-21	Sensitive Topics/Questions <ul style="list-style-type: none"> - Robinson and Leonard, "Special Purpose and Sensitive Questions" - Westbrook and Saperstein, "New Categories are not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys" 	<ul style="list-style-type: none"> - Reading Memo #12 - Survey data analysis due
Week 15 April 24-28	Survey Ethics <ul style="list-style-type: none"> - Weisberg, "Ethics in Surveys" - ASA Code of Ethics http://www.asanet.org/about/ethics.cfm - Regnerus, Mark. 2012. "How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study." Social Science Research 41:4, 752-770 (We are reading this as an example of bad research methods/ethics) - Cohen, Philip. 2012. "Bad science on top of stigma for lesbian and gay parents." http://familyinequality.wordpress.com/2012/06/22/bad-science-on-top-of-stigma-for-lesbian-and-gay-parents/ 	- Reading Memo #13
Finals Week		- Survey Codebook due

* Course Policies and Resources

🎯 College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social, physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

🏛️ Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

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

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

Online Courses

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will

document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional_information#\(http://www.usg.edu/hb280/additional_information\)](http://www.usg.edu/hb280/additional_information#(http://www.usg.edu/hb280/additional_information)).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

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

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

Geography

2026-2027 Undergraduate Delete Program Request

General Information

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Desired Effective
Semester - Please
update*

Fall

Desired Effective Year
- Please update*

2026

What would you like
to do?*

- ☒ Deactivate Existing Program
☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

*

School of Field Investigations and Experimental Sciences

Is this a School of
Nursing or School of

☐ Yes ☒ No

34 Is this a College of
Education Program?*

☐ Yes ☒ No

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

☐ Yes
☒ No

Program Information

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

Type of Program* ☒ Program
☐ Shared Core

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

DO NOT edit the imported information below.

Program Name* Geography

Program Type*

Degree Type*

Program Location*

Program Description* This is a program that focuses on the discipline of Geography, offering concentrations in Environmental Sustainability, Geographic Information Science, and General Geography.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Requirement

Core: 60 Hours

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M advised MATH 1113 or higher

Core IMPACTS Area T advised Option II

Field of Study: 18 Hours (*: If not taken in other Core IMPACTS Areas)

GEOG 1013 World Geography
[Right] *

GEOG 2083 Introduction to Geographical Analysis
[Right] *

GEOG 2553 Introduction to GIS and Mapping Sciences
[Right] *

MATH 1401 Elementary Statistics
[Right]
[Right] (or)

MATH 1634 Calculus I
[Right] *

MATH credits from Core IMPACTS Areas M and I 1-2 Hours

1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS 6-8 Hours

Major: 60 Hours

All majors complete both the Geography Core and one of three concentrations: General Geography, Environmental Sustainability, or Geographic Information Science. (Students in the GIS concentration cannot minor in GIS.)

Geography Core: 16 Hours

All majors must complete the following courses, including 3 hours of GEOG 4083.

GEOG 3643 Urban Geography
GEOG 3800 Biogeography
GEOG 4553 Geographic Information System
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

General Geography Concentration: 44 Hours

Required Courses: 15 Hours

Select any 3000/4000 level GEOG courses.

3000/4000 Level Electives: 8 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Environmental Sustainability: 44 Hours

Required Courses: 9-15 Hours

GEOG 1112 Weather and Climate

[Right] (if not taken in Core IMPACTS Area T or Field of Study)

GEOG 2202 Environmental Science

[Right] (if not taken in Core IMPACTS Area T or Field of Study)

GEOG 3405 Geographies of Sustainability

GEOG 4700 Global Environmental Change

Required Approved Courses: 9 Hours

3000/4000 level courses in any discipline as approved by advisor.

3000/4000 Level Electives: 5 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 15-21 Hours

Geographic Information Science: 44 Hours

Required Courses: 8 Hours

**GEOG 3563 Remote Sensing and GIS
Integration**

GEOG 4554 Computer Cartography

Any Three of the Following: 12 Hours

**GEOG 4562 Airphoto Interpretation and
Photogrammetry**

**GEOG 4564 Contemporary Remote Sensing
Applications**

GEOG 4753 Contemporary GIS Applications

GEOG 4755 GIS Database Design

**GEOG 4757 Programming and Customization in
GIS**

GEOG 4893 Practicum in GIS

3000/4000 Level Electives: 3 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

ABM in Geography (BS) to Master in Arts and Teaching

Required Courses: 10 Hours

GEOG 1112 Weather and Climate

[Right] (if not taken in Core IMPACTS Area T or Field of Study)

GEOG 2202 Environmental Science

[Right] (if not taken in Core IMPACTS Area T or Field of Study)

GEOG 3405 Geographies of Sustainability

GEOG 3100 Introduction to Science Pedagogy

GEOG 4411 Scientific Communication

[Right] Can be taken as graduate level course GEOG 5411

GEOG 4700 Global Environmental Change

3000/4000 Level Electives and/or Minor: 34 Hours

Select from any 3000/4000 level courses except PWLA

Major: 60 Hours

Total: 120 Hours

Justification and Assessment


Rationale* The decision was made to fundamentally transform the Geology program into an Earth and Environmental Sciences (EES) program that would include geographic sills and areas of knowledge, hence essentially folding the Geography program into the new EES program. The new (i.e. revised) EES program was approved at all levels, making the Geography program redundant. Almost all of the courses that existed in Geography now reside in EES. In the curriculog attachments you will find 1) the filled out USG deactivation form (submitted to the USG), 2) a UWG specific teach-out plan, and 3) a list of current Geography majors and their expected graduation year.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.


REQUIRED ATTACHMENTS


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

1.) Teach Out Plan

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

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

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

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

Administrative Use Only - DO NOT EDIT
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Program ID

	Name	Current Class
1	<u>Anderson, Hayden</u> (Hayden)	Senior
2	<u>Bender, Joshua</u> (JOSHUA)	Senior
3	<u>Jones, Alyssa</u> (Alyssa)	Senior
4	<u>Lewis, Sophia</u>	Junior
5	<u>Mikeal, Lucas</u> (Lucas)	Junior
6	<u>Redenz, Lillian</u> (Lilly)	Senior
7	<u>Richards, Kasim</u> (Kasim)	Junior
8	<u>Simmons, Sean</u> (Sean)	Senior
9	<u>Gaines, Wesley</u> (Wesley)	Sophomore
10	<u>Olp, Gabriel</u> (Gabe)	Sophomore
11	<u>Villela, Kayden</u> (Kayden)	Junior
12	<u>Eckstein, Noelle</u> (Noelle)	Sophomore
13	<u>Kelley, Abigail</u> (Abby)	Sophomore
14	<u>Riggs, Kaylee</u> (Kaylee)	Sophomore
15	<u>Trammell, Aiden</u> (Aiden)	Sophomore
16	<u>Williams, Ruby</u> (Kalaya)	Sophomore

17	<u>Wilson, Levi (Levi)</u>	Sophomore
18	<u>Medlock, William (Emerson)</u>	Freshman
19	<u>Pike, Stefan (Stef)</u>	Freshman
20	<u>Scott, Walter (Walter)</u>	Freshman
21	<u>Sensing, Kellen (Kellen)</u>	Freshman

Expected Graduation Year		
2025		
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Bachelor of Science in Geography Teach Out Plan

Students will no longer be admitted into the program of Geography, which offers a BS in Geography, beginning fall 2026. The academic program of Bachelor of Science with a major in Earth and Environmental Science (EES) will be available instead to incoming students who wish to major in a geographically related field. There are currently 21 students remaining in the program. Those students have been notified of the decision to close the program via an email explaining the creation of the new EES degree and clarifying what options are available in terms of keeping or changing majors. This includes sharing a comparison table that allows students to see what courses would be the same and what courses would be different across degrees when it comes to courses that are mandatory and ones that can count towards the degree but are not required. Advising sessions are offered to any students wishing to discuss their options further. Each new semester (via EAB Navigate) a check will be made of actively enrolled students majoring in Geography and any students that had not been reached yet will be contacted with the relevant information.

With regard to the faculty and staff community at UWG, and the presentation outward via UWG's web presence, the Provost's office has taken the lead in communicating the creation of the EES degree, which is replacing the old Geology and Geography degrees.

Remaining students with fewer than 30 credit hours are encouraged to switch to the EES degree, but any students wishing to stick to Geography will be able to do so without causing any problems. This is because the timeline of Geography course offerings under the new EES program will not change much. Field of study courses will be offered at least yearly, while nearly all mandatory upper level courses for the Geography degree will continue to be taught at least every two years, as is currently the case. There will not be a shortage of Geography courses because the EES degree is maintaining all of the Geography faculty and almost all of the Geography courses. The only mandatory Geography courses to be phased out are GEOG 2083, GEOG 4083, and GEOG 4084. These are an introductory course to the discipline, an independent faculty mentored research course, and the capstone course, respectively. These courses are now replaced by the new, but very similar courses required in the EES degree, GEOG/GEOL 2333, GEOG/GEOL 3333, and GEOG/GEOL 4333. One key difference is that GEOG/GEOL 2333 and 4333 are two credit courses as opposed to GEOG 2083 and 4084, which are three credit courses. Geography majors will be able to take the new GEOG/GEOL courses and use these to replace the GEOG 2083 and 4084 courses, but an additional credit will have to be substituted in for each course from an elective in order to reach the three credits per course. This will have to start in the spring of 2026, after which the old GEOG courses will no longer be taught. The substitutions, however, can be done without much hassle until all of the Geography majors are graduated. The

GEOG 4083 course, in turn, is a variable credit course that can be directly substituted by the GEOG/GEOL 3333 course, which is also variable credit.

There are no additional charges/expenses to students to complete this teach out plan. No tenured or non-tenure faculty is being impacted by the deactivation of Geography as they have been absorbed into the EES program. The faculty was continuously informed and involved in the transition from Geography to EES.

Program Deactivation Form
University System of Georgia

Use this form to request the deactivation of a degree, major, or certificate.

USG Policy

Board Policy 3.6.2 states institutions must notify the University System Office (USO) at least two years prior to a formal request for termination of their intent to discontinue a degree, major, or certificate. The policy also states an institutional President may place an academic program on a temporary suspension, not to exceed two years. This form may be used for either of these purposes. For more information on USG policy, please visit the following page:

[USG Program Deactivation and Termination Guidelines](#)

SACSCOC Policy

Program Deactivation is considered a substantive change (a type of program closure). Be sure to review the SACSCOC Substantive Change Policies and Procedures (link below) and follow any institutional processes related to substantive changes so that your institution can also submit the request to SACSCOC. <https://sacscoc.org/accrediting-standards/substantive-changes/>

1. Institution Name*

University of West Georgia

2. Submission Type*

Teach Out prior to Formal Termination

3. Program Type*

Bachelor of Science

4. Program Name*

Geography

5. Degree/Certificate Acronym*

BS

6. CIP Code*

45070100

7. Effective Term for this Proposed Deactivation*

Fall term

8. Effective Year for this Proposed Deactivation*

2026

9. Have any students been admitted to this program for the proposed deactivation term, or any subsequent term?*

No, the deactivation is still in the future

10. Was this discussed during your institution's ASPIRE meeting?*

Yes, it was.

11. Deactivation Rationale*

The decision was made to fundamentally transform the Geology program into an Earth and Environmental Sciences (EES) program that would include geographic sills and areas of knowledge, hence essentially folding the Geography program into the new EES program. The new (i.e. revised) EES program was approved at all levels, making the Geography program redundant. Almost all of the courses that existed in Geography now reside in EES. More details behind the rationale for creating the EES program can be found in the Curriculog paperwork used to justify the program modification proposal that led to the currently active EES program. As per this paperwork, the EES program is to offer “multiple concentrations for students to pursue education and career pathways focusing on the Earth's physical composition, its surface and atmospheric systems, and how these interact and are impacted by human activities ... All EES students are prepared for future careers by gaining a particular skillset that enables them to analyze and explain conditions and processes that fall within this earth and environmental sciences framework ... Based on existing faculty expertise, students majoring with a BS in EES can pursue one of three concentrations, each with its own thematic focus and methodology: 1) environmental sustainability, 2) geographic information systems, and 3) professional geology.”

12. Communication Plan*

With regard to the faculty and staff community at UWG, and the presentation outward via UWG’s web presence, the Provost’s office is taking the lead in communicating the creation of the EES degree, which is to replace the old Geology and Geography degrees. This includes announcements in faculty/staff meetings and informational items on specific websites that alert viewers to the changes being made. With regard to students, a faculty member from the Geography program is tasked with reaching out to the currently enrolled students (discerned through EAB Navigate), explaining the creation of the new EES degree and clarifying what options are available in terms of keeping or changing majors. This includes sharing a comparison table that allows students to see what courses would be the same and what courses would be different across degrees when it comes to courses that are mandatory and ones that can count towards the degree but are not required. Advising sessions are offered to any students wishing to discuss their options further. Each new semester (again via EAB Navigate) a check will be made of actively enrolled students majoring in Geography and any students that had not been reached yet will be contacted with the relevant information. Students with less than 60 credit hours, and especially those with less than 30 credit hours, will be encouraged to switch to the EES degree. Lastly, emails will be sent out to the Geography and Geology alumni list explaining the changes.

13. What is the teach out plan to allow any current students to complete their program of study?*

The timeline of Geography course offerings under the new EES program will not change much. Field of study courses will be offered at least yearly, while nearly all mandatory upper level courses for the Geography degree will continue to be taught at least every two years, as is currently the case. There will not be a shortage of Geography courses because the EES degree is maintaining all of the Geography faculty and almost all of the Geography courses. The only mandatory Geography courses to be phased out are GEOG 2083, GEOG 4083, and GEOG 4084. These are an introductory course to the discipline, an independent faculty mentored research course, and the capstone course, respectively. These course are now replaced by the new, but very similar courses required in the EES degree, GEOG/GEOL 2333, GEOG/GEOL 3333, and GEOG/GEOL 4333. One key difference is that GEOG/GEOL 2333 and 4333 are two credit courses as opposed to GEOG 2083 and 4084, which are three credit courses. Geography majors will be able to take the new GEOG/GEOL courses and use these to replace the GEOG 2083 and 4084 courses, but an additional credit will have to be substituted in for each course from an elective in order to reach the three credits per course. This will have to start in the spring of 2026, after which the old GEOG courses will no longer be taught. The substitutions, however, can be done without much hassle until all of the Geography majors are graduated. The GEOG 4083 course, in turn, is a variable credit course that can be directly substituted by the GEOG/GEOL 3333 course, which is also variable credit.

14. Extra Cost to Students*

There are no meaningful increases or decreases in expenses that students will incur due to the teach out plan.

15. Will any tenured or tenure-track faculty positions be impacted by this deactivation, or the future termination?*

No tenured faculty would be impacted by the deactivation of Geography.

16. Enrollment Data*

Table is included in a separate document.

17. Main Point of Contact (if questions)*

Hannes Gerhardt (hgerhardt@westga.edu)

18. Main Point of Contact Email*

hgerhardt@westga.edu

PHYS - 3115 - Applied Mechanics

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Field Investigations and Experimental Sciences

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

PHYS

Course Number* 3115

Course Title* Applied Mechanics

Long Course Title

Course Type*

Physics

Catalog Course Description*

Applied Mechanics provides an introduction to the fundamental principles of statics and dynamics with an emphasis on algebra-based problem solving. Topics include force systems, equilibrium, friction, centroids, moments of inertia, and the motion of particles and rigid bodies. The course emphasizes practical applications, encouraging students to connect mechanical principles with real-world experiences and everyday surroundings.

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

Is this a variable credit hour course?* ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites PHYS 1112 or PHYS 2212, with a grade of C or better

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This course is being created to be part of a new degree option, Engineering Science.

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

- 1) Students will gain a deeper understanding of the basic principles of statics and dynamics.
- 2) Students will be able to relate these concepts to what they see in their everyday surroundings.
- 3) Students will develop their problem-solving skills with the classroom material, and expand their general problem solving skills with real world problems.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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

Applied Mechanics

PHYS-4985

Fall 2025 Section 01 3 Credits 08/13/2025 to 12/12/2025 Modified 09/01/2025

Description

Applied Mechanics provides an introduction to the fundamental principles of statics and dynamics with an emphasis on algebra-based problem solving. Topics include force systems, equilibrium, friction, centroids, moments of inertia, and the motion of particles and rigid bodies. The course emphasizes practical applications, encouraging students to connect mechanical principles with real-world experiences and everyday surroundings.

Through a combination of problem-solving exercises, examples, and discussions, students will develop the ability to analyze how forces act on structures and materials. By integrating ideas from mechanics, applied statistics, and strength of materials, students will learn to evaluate, predict, and optimize the response of materials under different types of forces.

By the end of the course, students are expected to not only master the fundamentals of mechanics but also build confidence in applying these concepts to engineering and technology problems. This foundation is essential for advancing into more specialized fields and for contributing to innovation in modern technology.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Ganesh Pokharel

- Email: gpokhare@westga.edu
- Office: TLC 2120
- Phone: 8653854391

Office hours: MON, WED, & FRI 3:00 PM - 5:00 PM,

Meeting Times

Lecturer

- MON & WED, 1:30 pm - 2:45 pm
- BOYD 203

Materials

Applied Mechanics for Engineering Technology

- **Author:** Keith Walker
- **ISBN-13:** 9780131721517
- **Publisher:** Pearson
- **Edition:** 8th

Outcomes

Students who take Applied Mechanics should expect to gain a deeper understanding of basic principles of statics and dynamics, including force systems, equilibrium, friction, and motion. Students should be able to relate these concepts to what they see in their everyday surroundings. Additionally, students should develop and improve their problem-solving skills and be able to use a variety of methods and skills to solve problems. By the end of the course, students will not only master the mechanics fundamentals, but also gain the tools to analyze, predict, and optimize how materials respond to forces. Understanding how materials respond to various types of forces is essential for innovation in modern technology.

Evaluation

Attendance: The class will meet two days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Criteria

Evaluation:

Reading Quizzes and participation: 10%

Homeworks:	20%
Three Term Exams:	45%
Final Exam:	25%

Breakdown

Final grades will be assigned according to the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

Assignments

Homework: Homework will be assigned and graded regularly (approximately once a week). Most, if not all, homework will be completed through Mastering Physics. You will access Mastering through CourseDen. You are responsible for having access to a working computer throughout the semester, as well as knowing your password.

Exams: There will be three one-hour exams and a final exam. The exams will consist of a mix of questions and problems in various formats. Partial credit will be given. To receive full credit, all solutions must display all the logical steps involved in the problem, including the equation(s) used, the numbers filled in, and the correct answers with the corresponding units.

Reading Quizzes: A reading assignment will be given almost every day. You will not be expected to understand all of physics from reading the text, but comprehension of basic concepts, definitions, and units will be necessary. The reading quizzes will be given at the beginning of the class period, and make-ups will not be given if you are late, regardless of the reason.

Schedule

Week Beginning	Chapters/Exams	Concepts
Aug. 13, 18	Syllabus and Ch. 1	Introduction
Aug. 20, 25	Ch. 2	Forces, Vectors, and Resultants

Aug 27, Sept. 03	Ch. 3	Moments and Couples
Sept. 08, 10, 17	Ch. 4 and Ch. 6	Equilibrium
Sept. 15	Exam 1	Ch. 1-4
Sept. 22, 24	Ch. 5 and 7	Exam 1 review, Structures and Friction
Sept 29, Oct. 01	Ch. 8	Centroids and Center of Gravity
Oct. 2, 3	Fall Break	No Class
Oct. 06, 08	Ch. 9	Moment of Inertia
Oct. 13, 20		Stress and Strain
Oct. 15	Exam 2	Ch. 6-10
Oct. 22	Ch. 10	Exam 2 review, Kinematics: Rectilinear Motion
Oct 29, Nov. 03	Ch. 11	Angular Motion
Nov. 05, 10	Ch 12	Plane Motion
Nov. 12, 17	Ch. 13	Kinetics
Nov. 17	Exam 3	Ch 12-14
Nov. 19	Ch 14	Exam 2 review, Work, Energy, Power
Nov. 24 – Nov. 28	THANKSGIVING BREAK	
Dec 01, 03	Ch. 14	Work, Energy, Power
Dec. 08	Final Exam	Cumulative

* Course Policies and Resources

Attendance: The class will meet two days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Academic Honesty: While students are encouraged to collaborate when studying or working on homework, all submitted work—whether a test, lab report, or homework assignment—must reflect the individual student's own effort. Cheating (i.e., presenting someone else's work as your own) will not be tolerated. Consequences may include receiving a zero on the assignment or test, or even a failing grade in the course.

Extra Credit: If there is a lecture on a physics-related topic, I may give extra credit for attendance at such an event. A few extra credit assignments and questions will be included throughout the course, including on tests. These extra-credit opportunities are intended to help students improve their scores up to, but not beyond, 100%. In other words, extra credit can raise a score to the full mark but will not result in a score exceeding 100%. No extra credit will be given to individual students.

Cell Phones: Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. Cell phones, MP3-players, and other electronic devices may NOT be used for any reason during tests, and must be turned off and put away during the test.

Students with Special Needs: If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

Incompletes: A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Generative Artificial Intelligence Course Policy

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

College/School Policies

The College of Computing, Mathematics, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community, corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn.
2. Connect with a mentor(s) who cares about you as a person.
3. Connect with a mentor(s) who pushes you to reach your goals.

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.
3. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

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

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

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

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?\)](https://uwgonline.service-now.com/kb?)

[sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a](https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF)), and technology requirements, visit this [UWG Online](https://uwgonline.service-now.com/kb/) Help site.

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Mental Health Support

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

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

ELL Resources

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

Credit Hour Policy

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

Additional Items

PHYS - 4415 - Fundamentals of Materials

2026-2027 Undergraduate New Course Request

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Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

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College - School/
Department*

School of Field Investigations and Experimental Sciences

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

PHYS

Course Number* 4415

Course Title* Fundamentals of Materials

Long Course Title

Course Type*

Physics

Catalog Course Description*

This course offers a deep dive into the fascinating world of materials science, exploring how the arrangement of atoms shapes the properties and performance of everything we build. Students will investigate the structure-property relationships that govern metals, ceramics, polymers, and composites, starting from the atomic and molecular level and working up to bulk-scale behavior.

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

Is this a variable credit hour course?* ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites PHYS 1112 or PHYS 2212, with a grade of C or better

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status * ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply) *

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

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

Grading *

Undergraduate Standard Letter


Justification and Assessment

Rationale * This course will support a new degree option, Engineering Science.

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

- 1) Students will gain a deeper understanding of basic materials and their properties.
- 2) Students will learn to connect these concepts to real-world observations, from everyday products, to cutting-edge technologies
- 3) Students will strengthen their problem-solving abilities, applying a variety of analytical and experimental approaches.

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* 15

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Fundamentals of Materials

PHYS-4985

Spring 2025 Section 03 3 Credits 01/11/2025 to 05/13/2025 Modified 08/08/2025

Description

This course offers a deep dive into the fascinating world of materials science, exploring how the arrangement of atoms shapes the properties and performance of everything we build. Students will investigate the structure–property relationships that govern metals, ceramics, polymers, and composites, starting from the atomic and molecular level and working up to bulk-scale behavior. Key topics include atomic structure and bonding, crystal structures and defects, and the mechanical, electrical, thermal, and optical properties that make each class of material unique. By the end of the course, students will not only understand why materials behave the way they do, but also gain the scientific insight to select, design, and improve materials for advanced engineering applications.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Ganesh Pokharel

- Email: gpokhare@westga.edu
- Office: TLC 2120
- Phone: 8653854391

Office hours:

Monday, Wednesday: 2:30 - 4:30 PM

Tuesday & Thursday: 3:45 - 5:00 pm

Friday: 11 am - 1 pm

Meeting Times

Lecturer

- TUE THR 12:30-1:45 pm
- Paffrd- 309

Workshops:

- Mon., Wed., Thu. 3:30-5:30
- Room: Boyd 201

Materials

MATERIALS SCIENCE AND ENGINEERING: AN INTRODUCTION

- **Author:** WILLIAM D. CALLISTER and DAVID G. RETHWISCH
- **Publisher:** Wiley
- **Edition:** 10th
- **ISBN:** 978-1-119-40549-8
- **Availability:** Online (maybe at the bookstore)

Outcomes

Students who take Fundamentals of Materials should expect to gain a deeper understanding of basic materials and materials properties, including mechanical, thermodynamic, electrical, magnetic, and optical properties. They will learn to connect these concepts to real-world observations, from everyday products to cutting-edge technologies. Throughout the course, students will strengthen their problem-solving abilities, applying a variety of analytical and experimental approaches to tackle materials-related challenges. By the end, they will not only grasp why materials behave the way they do, but also develop the scientific insight and practical skills needed to select, design, and enhance materials for advanced engineering and innovation.

Evaluation

Attendance: The class will meet two days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Workshop: There will be a workshop associated with this course. You are expected to turn in each workshop sheet through CourseDen or email whether or not you attend the workshop. While we will attempt to schedule the workshops so that as many students as possible may attend, I cannot promise that

all students will be accommodated.

Criteria

Evaluation:

Reading Quizzes:	5%
Homework:	15%
Workshop and Participation	15%
Exams:	40%
Final Project:	25%

Breakdown

Final grades will be assigned according to the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

Assignments

Reading Quizzes: A reading assignment will be given nearly every week. You are not expected to master all the class material through the reading, but you should be familiar with the basic concepts, definitions, and units presented in the text. No make-up quizzes will be allowed if you are late, regardless of the reason.

Homework: Homework (HW) will be assigned and graded on a regular basis (approximately once every 1-2 weeks). The homework is designed to help you review lecture material and to challenge you with problems that build on what you've learned in class. While you are encouraged to discuss the problems with your classmates for conceptual understanding, the completion and submission of homework must be done individually. Any collaboration beyond discussion, such as sharing or comparing solutions, is not permitted. Please refer to the Academic Honesty Policy below for more details.

HW Late policy: No late HW assignments will be accepted, with the following exceptions. You may ask for a one-lecture extension for a HW assignment two times during the semester. Any excused absences (see above) will not count against these two exceptions. The reason for the strict policy is to help ensure that you don't fall behind. We will cover a lot of material this semester, and if you fall behind it will be difficult to catch up.

Exams: There will be three one-hour exams and a project work. The exams will consist of a mix of questions and problems in various formats. Partial credit will be given. To receive full credit, all solutions must show all of the logical steps involved in the problem, including the equation(s) used, the numbers filled in, and the correct answers with the correct units.

Project Work: A project will be assigned, due at the end of the semester. The project will account for 25% of your final grade. Specific details and requirements for the project are below. Make sure to adhere to the provided guidelines and submission deadlines.

Project Guidelines:

The project will involve an in-depth investigation or application of a material science concept, leading to concrete conclusions. For example, you may choose to compare the thermal expansion properties of metals and polymers and explain why metals are preferred in high-temperature applications.

Tentative Project Deliverables:

- **Objective:** Title and motivation of the project work.
- **Literatur Review, Formulas, and Derivations:** Your report must clearly present the literature review and relevant formulas used in your calculations.
- **Procedure:** Describe the procedure you used to perform the calculations or analysis.
- **Experimental Comparison:** If applicable, compare your results with experimental data from the literature or your own experiments to validate your findings.
- **Graphs and Calculations:** Include relevant graphs that support your analysis, along with detailed explanations of the calculations performed.
- **References:** Provide a list of all references (including research papers, textbooks, or other resources) used in your project.

Ongoing Progress and Feedback:

- You are required to meet with the professor regularly to discuss your progress, present preliminary results, and receive feedback. These meetings will help guide the direction of your project and ensure you're on track.

Final Presentation and Report:

- On the final day of class, you will present your project findings to the class. The presentation should be clear and concise (approximately 10-15 minutes).
- You must also submit a final written report detailing your work, including all components mentioned above.

Week Beginning	Chapters/Exams	Concepts
Jan. 14, 16, 21	Syllabus and Ch. 1	Introduction: Materials and Materials Science
Jan. 23, 28, 30	Ch 2	Atomic Structure and Interatomic Bonding
Feb. 4, 6, 11	Ch. 3	The Structure of Crystalline Solids
Feb. 13	Exam 1	Ch. 1, 2, 3
Feb. 18, 20	Ch 3	Exam Review, The Structure of Crystalline Solids, XRD analysis
Feb. 25, 27, March 4	Ch. 4	Imperfections in Solids
Mar. 6, 11	Ch. 5	Diffusion
Mar. 13	Exam 2	Ch. 3 (Crystallographic directions and beyond), Ch. 4, Ch. 5
Mar. 17-21	Spring break	No class
Mar. 25, 27, Apr. 1, Apr. 3	Ch. 6	Exam Review, Mechanical properties of materials
Apr. 8, 10, 15	Ch. 18	Electrical Properties
Apr. 17, 22	Ch. 19	Thermal Properties
Apr. 24	Ch. 20	Magnetic Properties
Apr. 29	Ch 20	Magnetic Properties
May 1	Exam 3	Ch 6, 18-20

8-May	In-class Project presentation	Project work submission (by midnight)
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* Course Policies and Resources

Attendance: The class will meet two days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Academic Honesty: While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test to receiving a failing grade in the course.

Extra Credit: Extra credit work, homework, and exams will be assigned frequently. If there is a lecture on a materials-related topic, I may give extra credit for attendance at such an event. No extra credit will be given to individual students.

Cell Phones: Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. Cell phones, MP3-players, and other electronic devices may NOT be used for any reason during tests, and must be turned off and put away during the test.

Students with Special Needs: If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

Incompletes: A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

Generative Artificial Intelligence Course Policy

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

College/School Policies

The College of Computing, Mathematics, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community, corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn.
2. Connect with a mentor(s) who cares about you as a person.
3. Connect with a mentor(s) who pushes you to reach your goals.

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.
3. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

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

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

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

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

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

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

guidance: <https://www.usg.edu/policymanual/section6/C2675>
(<https://www.usg.edu/policymanual/section6/C2675>)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

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

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

ELL Resources

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

Additional Items

Physics, Astronomy Concentration, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

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 Field Investigations and Experimental 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* Physics, Astronomy Concentration, B.S.

Program ID - DO NOT EDIT* 5106

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science in Physics with a Concentration in Astronomy is designed for students who plan to pursue graduate studies and/or careers in astronomy and astrophysics, as well as for students who desire an increased emphasis on image processing techniques, radiative processes, and energy transport. Astronomy courses built into the physics degree, along with hands-on research opportunities, produces a highly competitive student for graduate programs, observatories, planetariums, and the space industry.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Students are advised to select MATH 1113 in Core IMPACTS Area M (or MATH 1634 or MATH 1501, if the student has tested out of MATH 1113) and MATH 1634 or MATH 1501 in Core IMPACTS Area T (MATH 2644, if the student was not required to take MATH 1113). All physics majors are advised to take CHEM 1211 + CHEM 1211L and CHEM 1212 + CHEM 1212L in Core IMPACTS Area T.

Field of Study: 18 Hours

MATH 1113 Precalculus

[After] or MATH 1634 or MATH 1501

[Right] (1 of 4)

MATH 1634 Calculus I

[After] or MATH 1501 or MATH 2644

[Right] (1 of 4)

MATH 2644 Calculus II

[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

Courses Required for the Degree: 45-54 Hours

PHYS 2130 Sophomore Physics Seminar

PHYS 3113 Mechanics

PHYS 3213 Thermodynamics

PHYS 3313 Electricity and Magnetism

PHYS 3503 Modern Physics

MATH 3303 Ordinary Differential Equations
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
[Right] (if not completed in Core IMPACTS Area T)

Ten Hours Selected From

Astronomy Concentration Core.

At least 7 credit hours in this area must have the ASTR prefix. That is, either PHYS 4323 or PHYS 4333 (but not both) may count toward the 10 hours.

ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology
ASTR 4984 Introduction to Astrophysical Literature
PHYS 4323 Nuclear Physics
[Right] OR

PHYS 4333 Quantum Mechanics

Nine Hours Selected From:

Math Electives

MATH 2853 Elementary Linear Algebra
MATH 3003 Transition to Advanced Mathematics
MATH 3203 Mathematical Probability
MATH 4003 Dynamical Systems
MATH 4013 Numerical Analysis
MATH 4213 Mathematical Statistics
MATH 4313 Advanced Ordinary Differential Equations
MATH 4363 Partial Differential Equations
MATH 4413 Abstract Algebra I

Twelve Additional Hours Selected From:

ASTR 2313 Astronomv

ASTR 3683 Astronomy Research

ASTR 4984 Introduction to Astrophysical Literature

PHYS 3013 Basic Electronics

PHYS 3023 Digital Electronics

PHYS 3413 Optics

PHYS 3510 Experimental Physics

PHYS 3513 Power Distribution Sources and Networks

PHYS 3613 Battery Technology and Design

PHYS 3813 Electronic Systems Design in Vehicles

PHYS 4323 Nuclear Physics

PHYS 4333 Quantum Mechanics

PHYS 4411 Scientific Communication

PHYS 4413 Introduction to Solid State Physics

PHYS 4415 Fundamentals of Materials

PHYS 4513 Mathematical Physics

PHYS 4523 Computational Physics

PHYS 4624 Advanced Battery Technology and Design

PHYS 4683 Physics Research

Electives: 13 Hours

Must include enough upper level hours to make a total of at least 39.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are:

- 1.) Update Core Areas to IMPACTS designations
- 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options.
- 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements
- 6.) Majors Electives — “9 Hours Selected From” Area
 - a. Remove MATH 3353, 3413, 4153 (courses no longer offered)
 - b. Replace MATH 4203 with MATH 3203 (course number was changed)
 - c. Add MATH 3003, MATH 4413 as options
- 7.) Majors Electives — “12 Hours Selected From” Area
 - a. PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510
 - b. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624
- 8.) Majors Electives —Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130
- 9.) DSW courses: Remove ASTR 4103, add PHYS 4411, replace PHYS 3511 and 3521 with PHYS 3510

NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


Program Map*

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

Assessment Plan*

- ☐ I have attached the Assessment Plan.
- ☒ N/A

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

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

2026-27 Program Map – BS Physics, Astronomy Concentration				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
ASTR 2313	3		CHEM 1212/1212L	4
XIDS 2002	2		Core I	2
CHEM 1211/1211L	4		Core (A, S, P)	3
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 2654	4
PHYS 2130	1		MATH 3303	3
MATH 2853 or Elective	3		Core (A, S, P)	3
Core (A, S, P)	3		ASTR 3683	1
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
PHYS 3113	3		PHYS 3313	3
ASTR 3133	3		ASTR 4103/4433 or PHYS 4323/4333	3
MATH Elective	3		Core (A, S, P)	3
Core (A, S, P)	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
MATH Elective	3		Core (A, S, P)	3
PHYS Elective	3		ASTR 4103/4433 or PHYS 4323/4333	3
PHYS Elective	3		PHYS Elective	3
Elective	3		Elective	3
Elective	2			
SEMESTER TOTAL	14		SEMESTER TOTAL	15
Milestones			Milestones	

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

**B.S. DEGREE WITH A MAJOR IN PHYSICS WITH A CONCENTRATION IN ASTRONOMY
COURSE REQUIREMENTS (Effective Fall 2026)**

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Foreign Language or other Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	CHEM 1211 and CHEM 1211L, or CHEM 1211K	4
T	CHEM 1212 and CHEM 1212L, or CHEM 1212K	4
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 2130	1
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	10 Hours selected from: ASTR 3133, ASTR 3683, ASTR 4103, ASTR 4433, ASTR 4984, PHYS 4323 or PHYS 4333	10
MAJOR	9 Hours selected from: MATH 2853, 3003, 3203, 4003, 4013, 4213, 4313, 4363, 4413	9
MAJOR	12 Hours selected from: ASTR 2313, 3683, 4984; PHYS 3013, 3023, 3413, 3510, 3513, 3613, 3813, 4323, 4333, 4411, 4413, 4415, 4513, 4523, 4624	12
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	13
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation

Six hours of Discipline-Specific Writing (DSW) courses are required.

DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

Physics, Battery Technology and Sustainable Energy Concentration, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

****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](#).

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, Battery Technology and Sustainable Energy Concentration, B.S.

Program ID - DO NOT EDIT* 5128

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The B.S. in Physics with a Concentration in Battery Technology and Sustainable Energy is a modification of the general physics major track, to emphasize battery technology and its applications in power distribution networks and transportation, such as electric vehicles.

This concentration is designed for students who plan to pursue careers in energy production and energy storage industries.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements: (42 Hours)

(Students are advised to select MATH 1113 in Core IMPACTS Area M and MATH 1634 in Core IMPACTS Area T. In Plans A,B, E, F, and G, it is advised that students select XIDS 2001 (The Physical Universe) in Core IMPACTS Area I and CHEM 1211 + CHEM 1211L and CHEM 1212 + CHEM 1212L in Core IMPACTS Area T.)

Field of Study: 18 Hours

(Comment: 1 hour from MATH 1113, or MATH 1634/1501, and 1 hour from MATH 1634, or MATH 1501/2644 should be added here.)

MATH 1113 Precalculus

[After] or MATH 1634 or MATH 1501

[Right] (1 of 4)

MATH 1634 Calculus I

[After] or MATH 1501 or MATH 2644

[Right] (1 of 4)

MATH 2644 Calculus II

[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 45-54 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
CHEM 1211 Principles of Chemistry I
[After] and
CHEM 1211L Principles of Chemistry I Lab
[After] OR
CHEM 1211K Principles of Chemistry I and Lab
CHEM 1212 Principles of Chemistry II
[After] and
CHEM 1212L Principles of Chemistry II Lab
[After] OR
CHEM 1212K Principles of Chemistry II and Lab
[Right] (if not completed in Core IMPACTS Area T)

Six hours selected from:

MATH 2853 Elementary Linear Algebra
CHEM 3310K Analytical Chemistry
CHEM 3510 Survey of Physical Chemistry

Twelve hours selected from:

PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4413 Introduction to Solid State Physics
PHYS 4683 Physics Research
PHYS 3510 Experimental Physics
PHYS 4411 Scientific Communication
PHYS 4415 Fundamentals of Materials
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4984 Physics Seminar
ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology

Must include enough upper level hours to make a total of at least 39.

13 Hours Selected From:

PHYS 3513 Power Distribution Sources and Networks

PHYS 3613 Battery Technology and Design

PHYS 3813 Electronic Systems Design in Vehicles

PHYS 4624 Advanced Battery Technology and Design

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are:

- 1.) Update Core Areas to IMPACTS designations
- 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options.
- 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements
- 6.) Majors Electives — “12 Hours Selected From” Area
 - a. Add the following PHYS courses as options: 3023, 4411, 4415
 - b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433

This is intended to increase flexibility and allow students to take classes based on their interests.

7.) Majors Electives —Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130

8.) DSW courses: Add ASTR 3133, 4984, and PHYS 4411

NOTE: SLOs and assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

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

No changes made

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

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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

4.) Curriculum Map Assessment

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

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

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

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

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

2026-27 Program Map – BS Physics, Concentration in Battery Technology and Sustainable Energy				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
CHEM 1211/1211L	4		CHEM 1212/1212L	4
XIDS 2002	2		Core I	2
Core (A, S, P)	3		Core (A, S, P)	3
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 3303	3
Core (A, S, P)	3		MATH 2654	4
Core (A, S, P)	3		PHYS 3513	3
PHYS 2130	1			
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
PHYS 3113	3		PHYS 3313	3
CHEM 3510 or MATH 2853	3		CHEM 3310K or MATH 2853	3
PHYS elective	3		PHYS 3613	3
Core (A, S, P)	3		PHYS elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3813	3		PHYS 4624	4
Elective	3		Elective	3
PHYS elective	3		PHYS elective	3
Elective	3		Core (A, S, P)	3
Elective	3		Elective	1
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	

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B.S. DEGREE WITH A MAJOR IN PHYSICS WITH A CONCENTRATION IN BATTERY TECHNOLOGY AND SUSTAINABLE ENERGY, COURSE REQUIREMENTS (Effective Fall 2026)

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Foreign Language or other Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	CHEM 1211 and CHEM 1211L, or CHEM 1211K	4
T	CHEM 1212 and CHEM 1212L, or CHEM 1212K	4
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 2130	1
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	PHYS 3513	3
MAJOR	PHYS 3613	3
MAJOR	PHYS 3813	3
MAJOR	PHYS 4624	4
MAJOR	6 Hours selected from: CHEM 3510, 3310K; MATH 2853	6
MAJOR	12 Hours selected from: PHYS 3013, 3023, 3413, 3510, 4323, 4333, 4411, 4413, 4415, 4513, 4523, 4683, 4984; ASTR 3133, 3683, 4103, 4433	12
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	13
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation

Six hours of Discipline-Specific Writing (DSW) courses are required.

DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

Physics, Business Concentration, B.S.

2026-2027 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, Business Concentration, B.S.

Program ID - DO NOT EDIT* 5038

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science in Physics with a Concentration in Business is a unique program combining fundamental courses in physics with business-related electives, preparing for diverse career opportunities including entrepreneurship. This pathway provides a student with the business and technology skills needed in today's tech companies.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

(Students are advised to select MATH 1113 in Core IMPACTS Area M and MATH 1634 in Core IMPACTS Area T.

Any two lab based courses from:

BIOL 1107 Principles of Biology I

[After] (+)

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

[After] (+)

BIOL 1108L Principles of Biology II Laboratory

CHEM 1211 Principles of Chemistry I

[After] (+)

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

[After] (+)

CHEM 1212L Principles of Chemistry II Lab

GEOL 1121 Exploring Earth

[After] (+)

GEOL 1121L Exploring Earth Laboratory

GEOL 1122 Earth and Life Through Time

[After] (+)

**GEOL 1122L Earth and Life Through Time
Laboratory**

[Right] in Core IMPACTS Area T

And either:

ECON 2105 Principles of Macroeconomics
[Right] (or)

ECON 2106 Principles of Microeconomics
[Right] in Core IMPACTS Area S

Field of Study: 18 Hours

MATH 1113 Precalculus
[Right] or **MATH 1634** or **MATH 1501** (1 of 4)

MATH 1634 Calculus I
[Right] or **MATH 1501** or **MATH 2644** (1 of 4)

MATH 2644 Calculus II
[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 60 Hours

PHYS 2130 Sophomore Physics Seminar

PHYS 3213 Thermodynamics

PHYS 3503 Modern Physics

PHYS 3510 Experimental Physics

ECON 3402 Statistics for Business I

[Before] **Foreign Language (six hours)**

CS 1301 Computer Science I

Fifteen hours selected from:

ASTR 2313 Astronomy

ASTR 3133 Observational Astronomy

ASTR 3683 Astronomy Research

ASTR 4103 Stellar Astrophysics

ASTR 4433 Galaxies and Cosmology

MATH 2853 Elementary Linear Algebra

MATH 2902 Transition to Advanced

MATH 3003 Transition to Advanced Mathematics
MATH 3303 Ordinary Differential Equations
PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3113 Mechanics
[After] OR
PHYS 3115 Applied Mechanics
PHYS 3313 Electricity and Magnetism
PHYS 3413 Optics
PHYS 3513 Power Distribution Sources and Networks
PHYS 3613 Battery Technology and Design
PHYS 3813 Electronic Systems Design in Vehicles
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4411 Scientific Communication
PHYS 4413 Introduction to Solid State Physics
PHYS 4415 Fundamentals of Materials
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4624 Advanced Battery Technology and Design
PHYS 4683 Physics Research
PHYS 4984 Physics Seminar

Concentration Courses

ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
MGNT 3600 Principles of Management
MKTG 3803 Principles of Marketing
BUSA 2106 Legal and Ethical Environment of Business
CISM 2201 Foundations of Spreadsheet Analysis
CISM 3330 Management of Information Systems
FINC 3511 Corporate Finance

Total Plan C: 120

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* This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to the major requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. The specific changes are:

- 1.) Remove "Plan C" from program name, to reduce confusing terminology
- 2.) Update Core Areas to IMPACTS designations
- 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5,6) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113.
- 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements
- 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510
- 8.) Under Major Requirements, replace MATH 3063 (no longer offered) with ECON 3402
- 9.) Removed PHYS 4984 as a Major Requirement, to account for PHYS 2130
- 10.) Majors Electives — "15 Hours Selected From" Area
 - a. Add MATH 2853 and 3003 as options
 - b. Remove PHYS 4103 (no longer offered)
 - c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433
 - d. Add the following PHYS courses as options: 3023, 3115 (as an alternate to 3113), 3513, 3613, 3813, 4411, 4415, 4624, 4984

The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests.

- 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133, Add PHYS 3503, PHYS 4411, and ASTR 4984

NOTE: SLOs and Assessments are unaffected by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

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

No changes made

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

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


☒ None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


Program Map* ☒ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☒ N/A

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

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

2026-27 Program Map – BS Physics, Business Concentration				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
XIDS 2002	2		Core I	2
ASTR 2313 or Core (A, S, P)	3		BUSA 2106	3
Science + Lab	4		Science + Lab	4
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 2654	4
ACCT 2101	3		ACCT 2102	3
Core (A, S, P)	3		ECON 3402	3
PHYS 2130	1		Core (A, S, P)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	17
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
MKTG 3803	3		CISM 3330	3
CISM 2201	3		FL	3
FL	3		Core (A, S, P)	3
Core (A, S, P)	3		PHYS elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
CS 1301	4		MGNT 3600	3
PHYS 3510	2		FINC 3511	3
PHYS Elective	2		PHYS Elective	3
PHYS Elective	3		Core (A, S, P)	3
Core (A, S, P)	3			
SEMESTER TOTAL	14		SEMESTER TOTAL	12
Milestones			Milestones	

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

**B.S. DEGREE WITH A MAJOR IN PHYSICS, BUSINESS CONCENTRATION
COURSE REQUIREMENTS (Effective Fall 2026)**

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	Eight hours selected from: BIOL 1107 w/Lab, BIOL 1108 w/Lab, CHEM 1211 w/Lab CHEM 1212 w/Lab, GEOL 1121 w/Lab, GEOL1122 w/Lab	8
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 2130	1
MAJOR	PHYS 3213	3
MAJOR	PHYS 3503	3
MAJOR	PHYS 3510	2
MAJOR	FL (6 hours)	6
MAJOR	ECON 3402	3
MAJOR	CS 1301	3
MAJOR	Fifteen hours selected from: ASTR 2313, 3133, 3683, 4103, 4433; MATH 2853, 3003, 3303; PHYS 3013, 3023, 3113 or 3115, 3313, 3413, 3513, 3613, 3813, 4323, 4333, 4411, 4413, 4415, 4513, 4523, 4624, 4683, 4984	15
	The following are preparatory courses for the MBA:	
CONCENTRATION	ACCT 2101 and ACCT 2102	6
CONCENTRATION	MGNT 3600	3
CONCENTRATION	MGNT 3803	3
CONCENTRATION	The following should be selected as electives in order to satisfy the program: BUSA 2106, CISM 2201, CISM 3330, FINC 3511	12
MBA PROGRAM	Apply to the College of Business at UWG, see Graduate Catalog for the course requirements	

AREA	COURSE	HRS
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation

Six hours of Discipline-Specific Writing (DSW) courses are required.

DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

Physics, Engineering Pathway, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, Engineering Pathway, B.S.

Program ID - DO NOT EDIT* 5008

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description*

The Bachelor of Science with a Degree in Physics, Engineering Pathway allows students to earn both a B.S. in Physics from UWG and an engineering degree from Kennesaw State University in approximately five academic years. This is a comprehensive curriculum that combines rigorous physics coursework with practical engineering applications along with benefits of small class sizes, personalized attention, and hands-on learning experiences that prepare for a successful career in both fields. This option provides a student with a focused education in an engineering discipline and the fundamental in-depth problem-solving skills of physics, producing a next-level engineer.

Status*

☒

Active-Visible

☐

Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Students are advised to select

MATH 1634 Calculus I

[Right] or MATH 1501 or MATH 1113 in Core IMPACTS Area M and

MATH 2644 Calculus II

[Right] or MATH 1634 or MATH 1501 in Core IMPACTS Area T.

[Before]It is advised that students select

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

[Right] in Core IMPACTS Area T.

Field of Study: 18 Hours

MATH 1113 Precalculus

[Right] or MATH 1634 or MATH 1501 (1 of 4)

MATH 1634 Calculus I

[Right] or MATH 1501 or MATH 2644 (1 of 4)

MATH 2644 Calculus II

[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2212 Principles of Physics II

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 30-39 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
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
[Right] (if not completed in Core IMPACTS Area T)

Six hours selected from:

PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
MATH 2853 Elementary Linear Algebra
MATH 3003 Transition to Advanced Mathematics
MATH 3203 Mathematical Probability
MATH 4313 Advanced Ordinary Differential Equations
MATH 4363 Partial Differential Equations
MATH 4413 Abstract Algebra I
[After] FL

Nine hours selected from: 9 Hours

PHYS 2130 Sophomore Physics Seminar
PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 3510 Experimental Physics
PHYS 3513 Power Distribution Sources and Networks
PHYS 3613 Battery Technology and Design
PHYS 3813 Electronic Systems Design in Vehicles
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4411 Scientific Communication
PHYS 4413 Introduction to Solid State Physics
PHYS 4415 Fundamentals of Materials

PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4624 Advanced Battery Technology and Design
PHYS 4683 Physics Research
ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology
CS 1301 Computer Science I

X number of hours at Kennesaw State University: 21-30 Hours

of which 21-30 hours are UWG equivalent and must include enough upper level hours to make a total of at least 39].

Total: 120 Hours

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

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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.

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


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* Rationale: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track.

Specific changes include:

- 1.) The name of the track is changed in two ways. First, the term "Dual Degree" has been removed, per accreditation requirements at KSU. This is a change in name only, as students will obtain both a physics degree and an engineering degree. Secondly, "Plan B" has been removed, to reduce confusing terminology
- 2.) Update Core Areas to IMPACTS designations
- 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5, 6) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Under Core T, the old program sheet only listed CHEM 1211K and CHEM 1212K, which are eCore classes. CHEM 1211, 1211L, 1212, and 1212L have been added.
- 7.) In Area F, the previous program sheet only listed PHYS 2211 and 2212 (4 CH each). Since these classes are 3 CH, for clarity the laboratory courses PHYS 2211L and 2212L have been added.
- 8.) Major: The course number for PHYS 4313 has been updated to 3503 (Modern Physics)
- 9.) Majors Electives — "Six Hours Selected From" Area
 - a. Added MATH 2853 as an option
 - b. Remove MATH 3063 (course no longer offered)
 - c. Replace MATH 4203 with MATH 3203 (course number was changed)
- 10.) Majors Electives — "9 Hours Selected From" Area
 - a. Replace PHYS 3511 and PHYS 3521 (Experimental Physics I and II) by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510
 - b. Remove PHYS 4103 (no longer offered)
 - c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433
 - d. Add the following new PHYS courses as options: 2130, 3513, 3613, 3813, 4411, 4415, 4624

The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests.

- 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133; Add PHYS 3503, PHYS 4411, and ASTR 4984

NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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


Program Map*


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

Assessment Plan*

- ☐ I have attached the Assessment Plan.

 N/A

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

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

**B.S. DEGREE WITH A MAJOR IN PHYSICS, ENGINEERING PATHWAY
COURSE REQUIREMENTS (Effective Fall 2026)**

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	CHEM 1211 and CHEM 1211L, or CHEM 1211K	4
T	CHEM 1212 and CHEM 1212L, or CHEM 1212K	4
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	Six hours selected from: FL; PHYS 4513, 4523; MATH 2853, 3003, 3203, 4313, 4363, 4413	6
MAJOR	9 Hours selected from: PHYS 2130, 3013, 3023, 3413, 3510, 3513, 3613, 3813, 4323, 4333, 4411, 4413, 4415, 4624, 4683, 4984; ASTR 3133, 3683, 4103, 4433, 4984	9
MAJOR	X number of hours at the engineering school, of which up to 30 count toward Physics BS for a total of 120 CH. (Must include enough upper level hours to make a total of at least 39)	30
	NOTE: After completing the academic requirements of UWG and the participating engineering institution, the student will be awarded the bachelor's degree from UWG.	
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation
Six hours of Discipline-Specific Writing (DSW) courses are required for the UWG degree.
DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

2026-27 Program Map – BS Physics, Engineering Pathway				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
XIDS 2002	2		CHEM 1212/1212L	4
Core (A, S, P)	3		Core I	2
CHEM 1211/1211L	4		Core (A, S, P)	3
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 2654	4
MATH 2853	3		MATH 3303	3
Core (A, S, P) or FL	3		Core (A, S, P) or FL	3
CORE (A, S, P)	3		Core (A, S, P)	3
PHYS 2130	1			
SEMESTER TOTAL	18		SEMESTER TOTAL	17
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHYS 3503	3	PHYS 3213	3
PHYS 3113	3	PHYS 3313	3
PHYS Elective	2	MATH/PHYS Elective or FL	3
MATH/PHYS Elective or FL	3	PHYS Elective	3
Core (A, S, P)	3	PHYS elective	3
SEMESTER TOTAL	14	SEMESTER TOTAL	15
Milestones		Milestones	
YEAR 4 and 5 (Complete Degree Requirements at Engineering School)			

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.

Physics, MAT Pathway, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, MAT Pathway, B.S.

Program ID - DO NOT EDIT* 5045

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description*

The Bachelor of Science in Physics with a Pathway to Master of Arts in Teaching (MAT) is a program designed to provide a strong foundation in physics while preparing for a Master of Arts in Teaching (MAT) degree. This track is designed for students who desire to pursue a middle and high school science teaching career. The accelerated bachelors to master's degree prepares the student with a competitive skill set in the world of education.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Students are advised to select

MATH 1113 Precalculus

[After] or MATH 1634 or MATH 1501

[Right] in Core IMPACTS Area M and

MATH 1634 Calculus I

[After] or MATH 1501 or MATH 2644

[Right] in Core IMPACTS area T.

[Before] It is recommended that students select

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

[Right] in Core IMPACTS area T

Field of Study: 18 Hours

MATH 1113 Precalculus

[After] or MATH 1634 or MATH 1501

[Right] (1 of 4)

MATH 1634 Calculus I

[After] or MATH 1501 or MATH 2644

[Right] (1 of 4)

MATH 2644 Calculus II

[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 60 Hours

PHYS 2130 Sophomore Physics Seminar
PHYS 3100 Introduction to Science Pedagogy
PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
PHYS 4411 Scientific Communication
[Right] *Non-ABM students only

[After] PHYS 5411 Scientific Communication 3 Credit Hours *ABM Students only

PHYS 4984 Physics Seminar
[Right] or ASTR 4984

Fifteen hours selected from:

PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 3510 Experimental Physics
PHYS 3513 Power Distribution Sources and Networks
PHYS 3613 Battery Technology and Design
PHYS 3813 Electronic Systems Design in Vehicles
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4413 Introduction to Solid State Physics
PHYS 4415 Fundamentals of Materials
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4624 Advanced Battery Technology and Design
PHYS 4683 Physics Research
ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology

(If not taken in Core IMPACTS Area T)

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

Complete these prior to admission to Teacher Certification (MAT):

EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2130 Exploring Learning and Teaching
MEDT 2501 Multiple Literacies for Ed.
[After] *Take MEDT 2501 or EDUC 2100

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

Electives: 15 Hours

Must include enough upper-level hours to make a total of at least 39 hours.

Total Plan D: 120

Minimum 2.7 GPA required for enrollment in MAT

Minimum 3.2 GPA required for enrollment in ABM (Accelerated Bachelors to Masters)

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* This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are:

- 1.) Update Core Areas to IMPACTS designations
- 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
- 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed.
- 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113.
- 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements
- 6.) Under Major Requirements, remove PHYS 3511 (Experimental Physics I) to account for the 1 CH PHYS 2130
- 7.) Majors Electives — “15 Hours Selected From” Area
Add the following PHYS courses as options: 3510 3513, 3613, 3813, 4415, 4624. This is intended to increase flexibility and allow students to take classes based on their interests.
- 8.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and PHYS 4411

NOTE: The SLOs and Assessments are unchanged by these modifications. No program map existed for this degree pathway, and therefore a new one is attached to this proposal

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

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

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

2026-27 Program Map – BS Physics, Pathway to the Master of Arts in Teaching

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
XIDS 2002	2		CHEM 1212/1212L	4
Core (A, S, P)	3		ASTR 2313 or Core (A, S, P)	3
CHEM 1211/1211L	4		Core I	2
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		

YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 2654	4
EDUC 2120	3		MATH 3303	3
Core (A, S, P)	3		Core (A, S, P)	3
PHYS 2130	1		PHYS 3100	
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
PHYS 3113	3		PHYS 3313	3
PHYS Elective	3		PHYS Elective	3
EDUC 2130	3		Core (A, S, P)	3
Core (A, S, P)	3		PHYS 4411 / 5411	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS Elective	3		PHYS Elective	3
MEDT 2501 or EDUC 2110	3		PHYS 4984	1
PHYS Elective	3		Elective	3
Elective	3		Elective	3
Elective	3		Core (A, S, P)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	13
Milestones			Milestones	

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

**B.S. DEGREE WITH A MAJOR IN PHYSICS — Pathway to the Master of Arts in Teaching
COURSE REQUIREMENTS (Effective Fall 2026)**

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	CHEM 1211 and CHEM 1211L, or CHEM 1211K	4
T	CHEM 1212 and CHEM 1212L, or CHEM 1212K	4
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 2130	1
MAJOR	PHYS 3100	1
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	PHYS 4984 or ASTR 4984	1
MAJOR	PHYS 5411 / PHYS 4411	3
MAJOR	15 Hours selected from: PHYS 3013, 3023, 3413, 3510, 3513, 3613, 3813, 4323, 4333, 4413, 4415, 4513, 4523, 4624, 4683; ASTR 3133, 3683, 4103, 4433	15
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	15
MAJOR	Complete these prior to admission to Teacher Certification: EDUC 2120, EDUC 2130	6
MAJOR	MEDT 2501 or EDUC 2110	3
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation

Six hours of Discipline-Specific Writing (DSW) courses are required.

DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

Accelerated Bachelor's to Master's Degree (ABM) to MAT track students would take PHYS 5411 and non-ABM to MAT track students would take PHYS 4411.

GPA requirement is 3.2 for ABM students and 2.7 for non-ABM students.

Physics, Plan E - Computational Physics Emphasis, B.S.

2026-2027 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, Plan E - Computational Physics Emphasis, B.S.

Program ID - DO NOT EDIT* 5047

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description* The Bachelor of Science in Physics with an emphasis in computational physics is an ideal preparation for students desiring to work in modern high-tech industry.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Plans E, F, and G

Students who plan to seek employment at the B.S. level are advised to take an emphasis in a particular subject by selecting specific emphasis courses from the physics major (see plan A). Students must fulfill all general and program requirements in addition to those required by the emphasis, and the physics research for a chosen emphasis (PHYS 4683) should be carried out in the area of the emphasis. At the completion of the emphasis, the student will be given a certificate of completion.

Requirement

This program is available in only a very few select universities in the nation and is designed for students who desire to work in modern industry or government and who are interested in computer modeling of scientific and engineering problems. In this plan, students must follow the guidelines of Plan A, but must also include the following courses as part of the major:

PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4683 Physics Research
MATH 4013 Numerical Analysis
CS 1301 Computer Science I

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


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

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

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

Step 3 - Adding Courses 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* This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S.

No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

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*


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- ☐ This change affects 25-49% of the program's length/credit hours.
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- ☐ This change affects 50% or more of the program's 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

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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.

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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.

2026-27 Program Map – BS Physics, General Track (Pre-Calculus start)				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1113	4		MATH 1634	4
XIDS 2002	2		CHEM 1212/1212L	4
Core (A, S, P)	3		ASTR 2313 or Core (A, S, P)	3
CHEM 1211/1211L	4		Core I	2
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area M Math		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 2654	4
MATH 2853 or Core (A, S, P)	3		MATH 3303	3
Core (A, S, P)	3		Core (A, S, P)	3
PHYS 2130	1			
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
		<ul style="list-style-type: none">Complete Principles of Physics sequenceComplete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
PHYS 3113	3		PHYS 3313	3
PHYS 4513 or PHYS 4523	3		MATH Elective	3
MATH Elective	3		Core (A, S, P)	3
Core (A, S, P)	3		PHYS elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 4513 or PHYS 4523	3		Elective	2
PHYS 3510	2		PHYS 4984	1
PHYS Elective	3		PHYS elective	3
PHYS Elective	3		PHYS elective	3
Core (A, S, P)	3		Elective	6
Elective	3			
SEMESTER TOTAL	16		SEMESTER TOTAL	13
Milestones			Milestones	

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

2026-27 Program Map – BS Physics, General Track (Algebra start)				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1111	3		MATH 1113	4
XIDS 2002	2		CHEM 1211/1211L	4
ASTR 2313 or Core (A, S, P)	3		Core (A, S, P)	3
Core (A, S,P)	3		Core I	2
SEMESTER TOTAL	14		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">• Complete ENGL 1101 C or better• Complete Area M Math		<ul style="list-style-type: none">• Complete ENGL 1102 C or better• Complete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 2211/2211L	4		PHYS 2212/2212L	4
MATH 2644	4		MATH 3303	3
CHEM 1212/1212L	4		MATH 2654	4
Core (A, S, P)	3		Core (A, S, P)	3
PHYS 2130	1		Elective	2
SEMESTER TOTAL	16		SEMESTER TOTAL	15
Milestones			Milestones	
		<ul style="list-style-type: none">• Complete Principles of Physics sequence• Complete Math up to ODE		

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3503	3		PHYS 3213	3
PHYS 3113	3		PHYS 3313	3
PHYS 4513 or PHYS 4523	3		MATH Elective	3
MATH or Free Elective	3		PHYS elective	3
Core (A, S, P)	3		PHYS Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 4513 or PHYS 4523	3		PHYS 4984	1
PHYS 3510	2		PHYS elective	3
MATH or Free Elective	3		Core (A, S, P)	3
PHYS Elective	3		Elective	3
PHYS Elective	3		Elective	3
SEMESTER TOTAL	14		SEMESTER TOTAL	13
Milestones			Milestones	

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

B.S. DEGREE WITH A MAJOR IN PHYSICS, GENERAL TRACK
COURSE REQUIREMENTS (Effective Fall 2026)

AREA	COURSE	HRS
I	Core I	4
M & F	MATH 1113 or MATH 1634 or MATH 1501	3(M) 1(F)
P	POLS 1101	3
P	HIST 2111 or 2112	3
A	Foreign Language or other Core A Electives (See Catalog)	6
C	ENGL 1101	3
C	ENGL 1102	3
T	CHEM 1211 and CHEM 1211L, or CHEM 1211K	4
T	CHEM 1212 and CHEM 1212L, or CHEM 1212K	4
T & F	MATH 1634 or MATH 1501 or MATH 2644	3 (T) 1(F)
S	HIST 1111 or 1112	3
S	CORE S Elective (See Catalog)	3
F	MATH 2644 (if not under Core T)	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 2130	1
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	PHYS 3510	2
MAJOR	PHYS 4513	3
MAJOR	PHYS 4523	3
MAJOR	PHYS 4984	1
MAJOR	Six hours selected from: MATH 2853, 3003, 3203, 4013, 4313, 4363, 4413	6
MAJOR	15 Hours selected from: PHYS 3013, 3023, 3413, 3513, 3613, 3813, 4323, 4333, 4411, 4413, 4415, 4624, 4683; ASTR 3133, 3683, 4103, 4433	15
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	14
	Total	120

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation

Six hours of Discipline-Specific Writing (DSW) courses are required.

DSW course options: ASTR 3133, (3), ASTR 4984 (1), PHYS 3503 (3), PHYS 3510 (2), PHYS 4411 (3), and PHYS 4984 (1)

Physics, Plan F - Electro-Optics Emphasis, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

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 Field Investigations and Experimental 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* Physics, Plan F - Electro-Optics Emphasis, B.S.

Program ID - DO NOT EDIT* 5050

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science in Physics with an emphasis in electro-optics is an ideal preparation for students desiring to work in modern high-tech industry.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Plans E, F, and G

Students who plan to seek employment at the B.S. level are advised to take an emphasis in a particular subject by selecting specific emphasis courses from the physics major (see plan A). Students must fulfill all general and program requirements in addition to those required by the emphasis, and the physics research for a chosen emphasis (PHYS 4683) should be carried out in the area of the emphasis. At the completion of the emphasis, the student will be given a certificate of completion.

Requirement

This is an ideal preparation for students desiring to work in modern high-tech industry or national laboratories. Students develop a solid understanding of electronics, quantum optics and lasers. This emphasis is also an excellent alternative to obtaining an engineering degree if one wishes to pursue engineering-type work in industry. In this plan, students must follow the guidelines of Plan A, but must also include the following courses as part of the major:

PHYS 3013 Basic Electronics
PHYS 3413 Optics
PHYS 3424 Advanced Optics
PHYS 4333 Quantum Mechanics
PHYS 4683 Physics Research

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* This emphasis/track will be removed from the Physics B.S.

To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S.

No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Emerging Digital Media Practitioner Certificate

Total: 4 Courses — 1 Required + 7 Electives

Required:

COMM 3354 – Foundations of Digital & Social Media

Electives:

COMM 3300 - Introduction to AI in Media

COMM 3303 – AI-Powered Multimedia & Visual Design

COMM 3304 - Data Storytelling & Visualization

COMM 3306 - Creating Immersive Media with AR/VR/XR Technologies

COMM 3355 – Digital Media Programming Management & Measurement

COMM 4456 – Digital Content Creation

COMM 4486 – Internship (Upon the instructor of record's review)

Program Description

This 12-hour certificate is designed to equip students with the practical, hands-on skills necessary to succeed in today's fast-paced media industry. Through exposure to a variety of coursework dealing with digital media, social media, content creation, and newer emerging technologies (e.g., generative artificial intelligence, virtual/extended reality), students will learn how to be proficient media practitioners and therefore set themselves apart in a competitive, dynamic job market that demands they be adaptable to technological change.

Rationale

The proposed certificate addresses the growing need for students to develop adaptable, technology-driven digital media skills in today's rapidly evolving industry. As employers increasingly seek graduates who can integrate emerging technologies, this program offers practical training to build those competencies. While advances in technology raise concerns about job displacement, they also create new opportunities. This certificate highlights students' ability to work creatively with digital tools, making it a strong addition to their résumés and enhancing their appeal to employers in a competitive job market.

Learning Outcomes

- Demonstrate understanding of digital and social media theories and practical implications.
- Demonstrate understanding of emerging digital media techniques, analytics, and other applications
- Demonstrate digital literacy and ethical use of emerging digital tools and practices.

- Apply emerging digital technologies into media practices for creative and engaging storytelling.

Program Map

Certificate Requirements

- Total of 4 courses:
 - 1 required course (COMM 3354)
 - 3 electives (selected from the 7 options below)
- Students may complete the certificate at their own pace, typically over 2 to 4 semesters.

Course Type	Course Code	Course Title	Notes
Required	COMM 3354	Foundations of Digital & Social Media	Must be taken first. Prerequisites: ENGL 1102 (minimum grade C) and COMM 1154 (minimum grade C)
Elective Options	COMM 3300	Introduction to AI in Media	Can be taken after completing COMM 3354
	COMM 3303	AI-Powered Multimedia & Visual Design	
	COMM 3304	Data Storytelling & Visualization	
	COMM 3306	Creating Immersive Media with AR/VR/XR Technologies	
	COMM 3355	Digital Media Programming, Management & Measurement	
	COMM 4456	Digital Content Creation	
	COMM 4486	Internship (Upon the instructor of record's review)	

Spreadsheets: 2. Curriculum Map

3. Program Assessment

<div>INSTRUCTIONS</div> <div>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</div> <div>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</div> <div>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.)</div> <div>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</div> <div>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</div> <div>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</div>	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	SCFM/DME		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	Emerging Digital Media Practitioner Certificate	COURSES	Demonstrate understanding of digital and social media theories and practical implications.	Demonstrate understanding of emerging digital media techniques, analytics, and other applications.	Demonstrate digital literacy and ethical use of emerging digital tools and practices.	Apply emerging digital technologies into media practices for creative and engaging storytelling.	
			1	COMM 3300	I		R	M
			2	COMM 3303		I		R
			3	COMM 3304		M, A	R	
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	COMM 3306	I		I, A	R
			5	COMM 3354	I, A		I	
			6	COMM 3355		M	R	
			7	COMM 4456		R	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					
			9					
			10					
			11					
			12					
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13					
			14					
			15					
			16					
			17					
			18					

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		19						
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20						
		21						
		22						

<Degree Level> (Certificate)

<Program> Emergin Digital Media Practitioner Certificate

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Demonstrate understanding of digital and social media theories and practical implications.	Priority 1 – Relevance, Goal 1 (Update existing programs for 21st-century learning) and Goal 3 (Elevate professional and global competencies).	Students in COMM 3354 will complete a social media communication analysis. In this assignment, students will select a real-world social media account, platform, or campaign and critically analyze its communication strategies through the lens of digital and social media theories, while also evaluating its practical implications. Rubric: A 5-point rubric will be used to assess performance: 5 – Superior (thoughtful and accurate application of theories with strong, specific analysis of real-world practice), 4 – Satisfied (solid application of relevant theories with clear and relevant connections to practice), 3 – Average (basic application of theory with general observations about practice), 2 – Below Average (minimal or inaccurate application of theories with weak connection to practice), and 1 – Failure (no clear understanding of	80% of students achieve a 4 or 5 on the rubric					
Demonstrate understanding of emerging digital media techniques, analytics, and other applications.	Priority 1 – Relevance, Goal 2 (Experiential learning project) and Priority 2 – Competitiveness, Goal 2 (Design distinctive, world-class experiences that differentiate UWG students).	Students enrolled in Course 3304 will design and present an interactive data dashboard using Tableau. This capstone project will showcase their ability to transform raw data into meaningful, visually engaging insights that effectively communicate a clear narrative to a target audience. Rubric: A 5-point rubric will be used to assess performance: 5 – Superior (Exceptional performance; creative, polished, and strategically sound work), 4 – Satisfied (Strong execution; clear understanding and application of concepts and tools), 3 – Average (Meets basic expectations; applies skills with some effectiveness and clarity), 2 – Below Average (Demonstrates limited application of skills; inconsistent or underdeveloped execution), and 1 – Failure (Work is incomplete or lacks understanding of core concepts or	80% of students achieve a 4 or 5 on the rubric					
Apply emerging digital technologies into media practices for creative and engaging storytelling.	Priority 1 – Relevance, Goal 5 (Pathways to post-graduation through experiential learning) and Priority 2 – Competitiveness, Goal 1 (Elevate reputation of UWG by promoting the successes of students).	Students enrolled in COMM 4456 will create a final video story showcasing their digital content creation skills that incorporate theoretical/practical knowledge of storytelling, design principles, and technical proficiency. Rubric: A 5-point rubric will be used to assess performance: 5 = Superior (stellar, compelling work across multiple dimensions), 4 = Satisfied (above average work that is highly proficient in most, though perhaps not all, aspects), 3 = Average (satisfactory work showing proficiency in some aspects), 2 - Below Average (some evidence of a finished product but is deficient in several or most areas), 1 = Failure (work is missing, incomplete, or otherwise bears little resemblance to a finished product; deficient in	80% of students achieve a 4 or 5 on the rubric					

Demonstrate digital literacy and ethical use of emerging digital tools and practices.	Priority 1 – Relevance, Goal 1 (Update existing programs for 21st-century learning) and Goal 3 (Elevate professional and global competencies).	Students in COMM 3306 will complete a emmersive media Project. In this project, students will develop an original augmented, virtual, or extended reality experience that showcases their technical proficiency and ethical awareness in using immersive media technologies. Rubric: A 5-point rubric will be used to evaluate performance: 5 – Superior (exceptional digital literacy and ethical integration in production); 4 – Satisfied (strong technical skills and clear consideration of ethical principles); 3 – Average (basic understanding and functional use of tools with limited ethical reflection); 2 – Below Average (partial or inconsistent technical understanding and weak ethical awareness); and 1 – Failure (little or no ability to apply	80% of students achieve a 4 or 5 on the rubric					

Physics, Plan G - Solid State Emphasis, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*

School of Field Investigations and Experimental 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* Physics, Plan G - Solid State Emphasis, B.S.

Program ID - DO NOT EDIT* 5051

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description* The Bachelor of Science in Physics with an emphasis in solid state is an ideal preparation for students desiring to work in modern high-tech industry.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Plans E, F, and G

Students who plan to seek employment at the B.S. level are advised to take an emphasis in a particular subject by selecting specific emphasis courses from the physics major (see plan A). Students must fulfill all general and program requirements in addition to those required by the emphasis, and the physics research for a chosen emphasis (PHYS 4683) should be carried out in the area of the emphasis. At the completion of the emphasis, the student will be given a certificate of completion.

Emphasis

Solid state physics is a cornerstone of modern technology. This program, designed for chemistry, physics and engineering majors, emphasizes the practical aspects of solid state physics, including electronics. In this plan, students must follow the guidelines of Plan A, but must also include the following courses as part of the major:

PHYS 3013 Basic Electronics

PHYS 3023 Digital Electronics

[Right] *

PHYS 3913 Special Topics in Electronics

PHYS 4333 Quantum Mechanics

PHYS 4413 Introduction to Solid State Physics

PHYS 4683 Physics Research

Note:

*** (or) PHYS 4523 or PHYS 3413**

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* This emphasis/track will be removed from the Physics B.S.

To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S.

No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Film & Video Production Minor

15 Hours

Required

COMM 1154 – Introduction to Mass Communications

COMM 3353 – Fundamentals of Film & Video Production

Choose ONE (1) of the following:

COMM 3305 – Short-Form Screenwriting & Analysis

FILM 3200 – Screenwriting

ENGL 3200 – Intermediate Creative Writing: Screenwriting

Choose ONE (1) of the following:

COMM 4405 – Sound Design

COMM 4406 – Cinematography

COMM 4407 – Editing for Film & Video Production

COMM 4408 – Producing for Film & Video Production

COMM 4409 – Directing for Film & Video Production

COMM 4425 – Documentary Production Practices

Choose ONE (1) of the following:

COMM 3356 – Film & Culture

COMM 2256 – Film Form and Aesthetics

COM 3366 – The Business of Film

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMM 3305 – Short-Form Screenwriting and Analysis (or FILM 3200 or ENGL 3200)	3	COMM 3353 – Fundamentals of Film & Video Production	3
COMM 3356 – Film and Culture (Or COMM 2256 <u>or</u> COMM 3366)	3	COMM 2256 Film Form and Aesthetics <u>or</u> COMM 3366 The Business of Film (if 3356 not taken)	
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMM 4405 <u>or</u> 4406 <u>or</u> 4407 <u>or</u> 4408 <u>or</u> 4409 <u>or</u> 4425	3		
SEMESTER TOTAL	3	SEMESTER TOTAL	
Milestones		Milestones	

Physics, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Field Investigations and Experimental 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* Physics, B.S.

Program ID - DO NOT EDIT* 5037

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description*

The Bachelor of Science in Physics (General Track) provides a comprehensive foundation in physics, covering everything from subatomic particles to galaxies. This track is designed for students who desire to pursue graduate study in physics or career options for which physics is an excellent gateway such as engineering, data analytics, quality control specialist, and research scientist. A physics degree provides students with problem solving and mathematical skills to succeed in a wide range of careers in industry, academia, and national laboratories.

Status*

☒

Active-Visible

☐

Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Students are advised to select MATH 1113 in Core IMPACTS Area M (or MATH 1634 or MATH 1501, if the student has tested out of MATH 1113) and MATH 1634 or MATH 1501 in Core IMPACTS Area T (MATH 2644, if the student was not required to take MATH 1113). All physics majors are advised to take CHEM 1211 + CHEM 1211L and CHEM 1212 + CHEM 1212L in Core IMPACTS Area T.

Students in the Business Concentration may substitute these CHEM courses in Area T with two selected from: BIOL 1107 + BIOL 1107L, BIOL 1108 + BIOL 1108L, GEOL 1121 + GEOL 1121L, GEOL 1122 + GEOL 1122L.)

Field of Study: 18 Hours

MATH 1113 Precalculus

[Right] or MATH 1634 or MATH 1501 (1 of 4)

MATH 1634 Calculus I

[Right] or MATH 1501 or MATH 2644 (1 of 4)

MATH 2644 Calculus II

[After] if not under Core T

MATH 2654 Calculus III

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 45-54 Hours

PHYS 2130 Sophomore Physics Seminar

PHYS 3113 Mechanics

PHYS 3213 Thermodynamics

PHYS 3313 Electricity and Magnetism

PHYS 3503 Modern Physics

PHYS 3510 Experimental Physics

PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4984 Physics Seminar
MATH 3303 Ordinary Differential Equations
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

Six hours selected from:

[Before] Foreign Language

MATH 2853 Elementary Linear Algebra
MATH 3003 Transition to Advanced Mathematics
MATH 3203 Mathematical Probability
MATH 4013 Numerical Analysis
MATH 4313 Advanced Ordinary Differential Equations
MATH 4363 Partial Differential Equations
MATH 4413 Abstract Algebra I

Fifteen additional hours selected from:

PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 3513 Power Distribution Sources and Networks
PHYS 3613 Battery Technology and Design
PHYS 3813 Electronic Systems Design in Vehicles
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4411 Scientific Communication
PHYS 4413 Introduction to Solid State Physics
PHYS 4415 Fundamentals of Materials
PHYS 4683 Physics Research
PHYS 4624 Advanced Battery Technology and Design
ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology

Electives: 14 Hours

Must include enough upper level hours to make a total of at least 39.

Total: 120 Hours

PROGRAM CURRICULUM

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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* This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. The specific changes are:

- 1.) Remove "Plan A" from program name, to reduce confusing terminology
 - 2.) Update Core Areas to IMPACTS designations
 - 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught)
 - 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This adds flexibility and reduces the number of Wolfwatch petitions that are needed.
 - 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113.
 - 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements
 - 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510
 - 8.) Majors Electives — "Six Hours Selected From"
 - a. Area Remove Foreign Language courses
 - b. Replace MATH 4203 with MATH 3203 (course number was changed)
 - c. Add MATH 4413 as an option Remove MATH 3353, 4153 (courses no longer offered)
 - 9.) Majors Electives — "15 Hours Selected From" Area
 - a. Remove PHYS 4103 (no longer offered)
 - b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433
 - c. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests.
 - 10.) Majors Electives —Reduce required credit hours from 15 to 14, to account for 1 CH PHYS 2130
 - 11.) DSW courses: Replace PHYS 4103 (no longer offered) with ASTR 3133, replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and 4984, PHYS 3503 and 4411
- NOTE: The program map has been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4.
These changes do not affect SLOs or Assessment Plans

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

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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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.

Certificate of Less Than One Year in Emerging Digital Media Practitioner

2026-2027 Undergraduate New Program Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2026

Program Type*

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

If embedded, please list the parent program.

Mass Communication (Digital Media & Entertainment)

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact

School/ Department*

School of Communication, Film and Media

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

☒ Yes ☐ No

Is this a College of Education Program?*

☐ Yes ☒ No

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Program Information

Program Type*

Certificate

Program Name* Certificate of Less Than One Year in Emerging Digital Media Practitioner

Degree Type*

Certificate

Program Description* This 12-hour certificate is designed to equip students with the practical, hands-on skills necessary to succeed in today's fast-paced media industry. Through exposure to a variety of coursework dealing with digital/social media, content creation, and newer emerging technologies (e.g., generative artificial intelligence, virtual/extended reality), students will learn how to be proficient media practitioners and therefore set themselves apart in a competitive, dynamic job market that demands they be adaptable to technological change.

Program Location*

Carrollton

Status* ☒ Active-Visible ☐ Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

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

Type of Program*

- ☒ Program
- ☐ Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

Required Course

Must be taken first. Prerequisites: ENGL 1102 (minimum grade C) and COMM 1154 (minimum grade C)

COMM 3354 Digital Social Media & Society

Electives

Can be taken after completing COMM 3354. Following successful completion of COMM 3354, students must take 3 of the 7 election options below.

Students may complete the certificate at their own pace, typically over 2 to 4 semesters.

COMM 3303 AI-Powered Multimedia & Visual Design

COMM 3300 Introduction to AI in Media

COMM 3303 Layout and Design

COMM 3304 Data Storytelling & Visualization

COMM 3306 Creating Immersive Media with AR/VR/XR Technologies

COMM 3355 Digital Media Programming & Management

COMM 4456 Digital Content Creation

COMM 4486 Internship

Justification and Assessment

Rationale* The proposed certificate addresses the growing need for students to develop adaptable, technology-driven digital media skills in today's rapidly evolving industry. As employers increasingly seek graduates who can integrate emerging technologies, this program offers practical training to build those competencies. While advances in technology raise concerns about job displacement, they also create new opportunities. This certificate highlights students' ability to work creatively with digital tools, making it a strong addition to their résumés and enhancing their appeal to employers in a competitive job market.

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

1. Demonstrate understanding of digital and social media theories and practical implications.
2. Demonstrate understanding of emerging digital media techniques, analytics, and other applications
3. Demonstrate digital literacy and ethical use of emerging digital tools and practices.
4. Apply emerging digital technologies into media practices for creative and engaging storytelling.

SACSCOC Substantive Change

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Send questions to kylec@westga.edu.

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

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

Program Map* ☒ I have attached the Program Map.

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

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

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

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

Film & Video Production Minor

2026-2027 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

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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 ID - DO NOT EDIT* 5066

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* Minor in Film & Video Production

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

**COMM 1154 Introduction to Mass
Communications**

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

COMM 3356 Film and Culture

[Right] (or)

COMM 2256 Film Form and Aesthetics

[Right] (or)

COMM 3366 The Business of Film

[After] (and)

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

[Right] (or)

ENGL 3200 Intermediate Creative Writing

[Right] (or)

FILM 3200 Screenwriting

[After] (and)

COMM 4405 Sound Design

[Right] (or)

COMM 4406 Cinematography

[Right] (or)

COMM 4407 Film & Video Editing

[Right] (or)

COMM 4408 Producing for Film & Video

[Right] (or)

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

[Right] (or)

COMM 4425 Documentary Production Practices

Total: 15 Hours

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* When the minor was created, none of these classes existed and they are de facto getting allowed to count already. We are trying to streamline the program and ensure student are able to complete their minor with more options and less stress during registration.

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Film & Video Production Minor

15 Hours

Required

COMM 1154 – Introduction to Mass Communications

COMM 3353 – Fundamentals of Film & Video Production

Choose ONE (1) of the following:

COMM 3305 – Short-Form Screenwriting & Analysis

FILM 3200 – Screenwriting

ENGL 3200 – Intermediate Creative Writing: Screenwriting

Choose ONE (1) of the following:

COMM 4405 – Sound Design

COMM 4406 – Cinematography

COMM 4407 – Editing for Film & Video Production

COMM 4408 – Producing for Film & Video Production

COMM 4409 – Directing for Film & Video Production

COMM 4425 – Documentary Production Practices

Choose ONE (1) of the following:

COMM 3356 – Film & Culture

COMM 2256 – Film Form and Aesthetics

COM 3366 – The Business of Film

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

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMM 3305 – Short-Form Screenwriting and Analysis (or FILM 3200 or ENGL 3200)	3		COMM 3353 – Fundamentals of Film & Video Production	3
COMM 3356 – Film and Culture (Or COMM 2256 <u>or</u> COMM 3366)	3		COMM 2256 Film Form and Aesthetics <u>or</u> COMM 3366 The Business of Film (if 3356 not taken)	
SEMESTER TOTAL	6		SEMESTER TOTAL	
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMM 4405 <u>or</u> 4406 <u>or</u> 4407 <u>or</u> 4408 <u>or</u> 4409 <u>or</u> 4425	3			
SEMESTER TOTAL	3		SEMESTER TOTAL	
Milestones			Milestones	

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

NURS - 3000 - Holistic Health & Physical Assessment in Nursing Practice

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

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

If other, please identify.

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.

Department/School *

Tanner Health System School of Nursing

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

☒ Yes
☐ No

Is this a College of Education course? *

☐ Yes
☒ No

Is this a Department of Mass Communications course? *

☐ Yes
☒ No

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

☐ Yes
☒ No

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

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

NURS

Course Number*

3000

Course Title*

Holistic Health & Physical Assessment in Nursing Practice

Long Course Title

Holistic Health & Physical Assessment in Nursing Practice

Course Type - DO

NOT EDIT*

Nursing

Catalog Course
Description*

Students learn to apply systematic techniques for collecting health histories and performing physical examinations. They focus on identifying normal findings, recognizing variations, and engaging effectively with patients. Simulation activities support the development of confidence and accuracy in clinical assessment.

Prerequisites

Corequisites

NURS 3010, NURS 3020, NURS 3050

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

2

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

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

Lec Hrs* 2.5

Lab Hrs* 0.5

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions Admission to Nursing Program

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

☐ Yes
☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0


Justification and Assessment

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

1. Engage effectively and empathetically in communication with patients to promote accurate assessment and patient-centered care (2.1a-c, 2.2a-d,f, 2.3b,f).
2. Apply systematic techniques to collect comprehensive health histories and perform accurate physical examinations (2.2a, 2.3b,g).
3. Accurately document and report health histories and physical examination findings using correct terms, formats, and verbal and electronic forms of communication (Essentials 2.2c, 2.3g, 2.6b, 6.1b,e-f, 8.1c, 8.2a, 8.3a,e, 8.5c,9.3c).
4. Differentiate between normal health findings and recognize variations (1.3a,c, 2.3c,e,f).
5. Begin using findings from the health history and physical exam to generate a patient- centered list of problems/concerns (1.1a-b, 1.3a,c, 2.3f, 2.4b-e, 2.5a, 8.2c, 9.3h, 9.4b).
6. Recognize modifiable and nonmodifiable risk factors to inform interventions for health promotion and prevention strategies for identified problems/concerns (2.4a,b,c,e).
7. Use simulation-based learning and clinical practica to build confidence and clinical accuracy in health assessment skills. (2.2a-d, 2.3a-c,e-g, 10.2a-d).

Rationale* New Curriculum for the THSON starting in Fall 2026

REQUIRED ATTACHMENTS

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

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

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

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding


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


Present or Projected Annual Enrollment* 240

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

If yes, what will the fee be? If no, please list N/A.* 100

Fee Justification* Lab fee

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 59221

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Holistic Health & Physical Assessment in Nursing Practice
Credit Hours	3
Lecture	2.5 (30 contact hours)
Clinical	
Simulation	0.5 (15 contact hours)
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students learn to apply systematic techniques for collecting health histories and performing physical examinations. They focus on identifying normal findings, recognizing variations, and engaging effectively with patients. Simulation activities support the development of confidence and accuracy in clinical assessment.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health		Compassionate Care
	Domain 4: Scholarship for Nursing Practice		Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
	Domain 6: Interprofessional Partnerships		Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice		Health Policy & Social Determinants of Health (SDOH)
X	Domain 8: Informatics & Technology		
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essential's Alignment

1. Engage effectively and empathetically in communication with patients to promote accurate assessment and patient-centered care (2.1a-c, 2.2a-d,f, 2.3b,f).
2. Apply systematic techniques to collect comprehensive health histories and perform accurate physical examinations (2.2a, 2.3b,g).

3. Accurately document and report health histories and physical examination findings using correct terms, formats, and verbal and electronic forms of communication (Essentials 2.2c, 2.3g, 2.6b, 6.1b,e-f, 8.1c, 8.2a, 8.3a,e, 8.5c,9.3c).
4. Differentiate between normal health findings and recognize variations (1.3a,c, 2.3c,e,f).
5. *Begin using findings from the health history and physical exam to generate a patient-centered list of problems/concerns (1.1a-b, 1.3a,c, 2.3f, 2.4b-e, 2.5a, 8.2c, **9.3h**, 9.4b).*
6. Recognize modifiable and nonmodifiable risk factors to inform interventions for health promotion and prevention strategies for identified problems/concerns (2.4a,b,c,e).
7. Use simulation-based learning and clinical practica to build confidence and clinical accuracy in health assessment skills. (2.2a-d, 2.3a-c,e-g, **10.2a-d**).

Competency-Based Learning Activities			
Learner Outcome	Essential: Domain & Concept	Teaching Method	Learner Activity
1	Domain 2: Person-Centered Care Communication, compassionate care, ethics	PR, RP	<u>Assignment:</u> Gathering a History - Role Play <u>Communication Effectiveness & Empathy Activity:</u> Create scenarios to role play that include chief complaint/reason for visit, psychosocial background with elements that challenge empathy (anxiety, embarrassment, confusion), define the setting (home, clinic, ER), and provide the opportunity to demonstrate open-ended questions, active listening, and respectful clarification. Could include a privacy or confidentiality issue. Scenario ideas: teen with a suspected eating disorder; elderly patient with early dementia and caregiver stress; young transgender individual with STI and embarrassment; post-partum mom feeling overwhelmed and tearful at a well-baby check. Create a rubric for peer review and engage 3-4 students as observers. Example: Peer Review Rubric
2	Domain 2: Person-Centered Care Clinical Judgment, Communication	S	<u>Assignment:</u> Perform Physical Assessment <u>Activity:</u> Scaffold assessment competency checkoffs. Final assessment could be problem focused. Example: Students draw a patient-scenario from a bag and do a focused assessment. Prior to the checkoff provide students with rubrics for the different prompts. With scenario provide a brief history- perform assessment on peer/manikin- Patient requiring a cardiopulmonary and peripheral assessment; neurological screening and head neck and skin assessment; abdominal & musculoskeletal/functional mobility. Example: Checkoff Rubrics
3	Domain 2: Person Centered Care Domain 8: Informatics and Healthcare Technologies Clinical Judgment, Communication	S	<u>Assignment:</u> SBAR Communication <u>Activity:</u> Based on an assessment scenario from simulation, document using correct terminology, abbreviations, and professional presentation. Present SBAR in communication to a peer. Example: SBAR communication rubric at end of this document. <u>Assignment:</u> EHR Documentation <u>Activity:</u> Input findings into a simulated electronic health record, using proper data entry, coding, and summary generation.

			<ul style="list-style-type: none"> • Accurate and prioritized patient problem list • Effective use of assessment evidence to justify concerns • Professional, concise writing within 1-page limit- 10 font minimum-single spaced.
7	Domain 10: Personal, Professional, and Leadership Development	SR/SI	<p>Assignment: Self-Reflection Simulation Performance</p> <p>Activity: Write a self-reflection on areas of strength and needed growth in health assessment. Be honest in identifying areas of strength and areas where you would like to improve.</p> <ul style="list-style-type: none"> • Include specific examples. • What tools, resources, or experiences would best support your growth in the areas you have identified.

Teaching

Methods

Case

Study =

CS

Class

Discuss

ion = D

Clinical = C

Competency

Check-off = CC

Exam = EX

Peer

Review =

PR Post-

conference = PC

Presentation = P

Quiz = Q

Role Play= RP

Self-Reflection

= SR

Simulation/Lab

= SI Scholarly

Paper/Poster =

SP

Assessment Methods

Competency Checkoffs, Exams/Quizzes, Competency Checkoffs, Self-Reflection, Simulation, Paper/Presentation, Role Play, Case Study/Scenarios, Peer-Review

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3010 - Professionalism & Ethics in Nursing

2026-2027 Undergraduate New Course Request

Introduction

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 3010

Course Title * Professionalism & Ethics in Nursing

Long Course Title Professional and Ethics in Nursing

Course Type *

Nursing

Catalog Course Description * This course explores the foundational principles of professionalism and ethics within the context of contemporary nursing practice. Students examine ethical frameworks, professional standards, and legal considerations that guide decision-making and behavior in diverse healthcare environments. Emphasis is on communication, interprofessional collaboration, and the development of ethical competence.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 0

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. * 1

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Analyze the historical, cultural, ethical foundations of nursing and the ANA Code of Ethics, and their impact on professional identity and social responsibility (1.1a-d, 1.2a, 9.4b, 9.5a,b,d, 9.6a,b).
2. Explain how integrity, caring, social justice, and cultural humility inform ethical nursing practice and social responsibility, particularly in addressing the needs of underserved populations and the impact of Social Determinants of Health (1.1a-d, 2.3f, 3.2c, 9.1a,c, 9.2d,e, 9.3g).
3. Integrate knowledge from the arts and sciences with core nursing values to form a holistic foundation for distinguish the unique attributes of nursing as a professional practice grounded in respect, compassion, and scientific inquiry (1.1a,b,d, 1.2a, 1.3b,c).
4. Apply foundational knowledge of healthcare policy, financing, and regulation to evaluate evidence-based decisions intended to address contemporary challenges in nursing practice and care outcomes (3.5c, 7.1b-d, 7.2a-f, 9.4c).

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* 240

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

If yes, what will the fee be?* 0

Fee Justification

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

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

NURS - 3020 - Person-Centered & Compassionate Care in Nursing I

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 3020

Course Title * Person-Centered & Compassionate Care in Nursing I

Long Course Title Foundations of Nursing Practice: Person-Centered & Compassionate Care

Course Type *

Nursing

Catalog Course Description * Students develop essential skills for delivering safe, evidence-based nursing care. Emphasis is placed on compassion, effective communication, social determinants of health (SDOH), and cultural humility. Students learn foundational nursing procedures, apply the nursing process, and develop clinical reasoning in diverse care settings, integrating knowledge from nursing science and related disciplines.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2.5

Lab Hrs * 3.5

Credit Hrs * 6

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites

Concurrent Prerequisites

Corequisites NURS 3010, NURS 3000, NURS 3050

Cross-listing

Restrictions Admission to Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Communicate effectively and compassionately with individuals, families, and interprofessional team members (Essentials 2.1a-c, 2.2b,c, 6.1b,e-f, 8.1a, 8.3c, 9.2f,g, 9.5c,e).
2. Integrate knowledge of social determinants of health (SDOH) and cultural humility into assessment, communication, and care planning (Essentials 1.1b, 1.2a, 1.3b,c, 2.1c, 2.2a-b, 2.5g, 7.2b, 9.1a,9.2c-e, 9.5c).
3. Demonstrate safe and evidence-based foundational nursing skills in simulated and/or supervised clinical environments (Essentials 1.1b, 1.2a, 1.3a,2.1a-c, 2.2a-f,2.3a-g, 4.2c, 8.2a,c, 8.3a,c, 9.1b,f, 9.2g, 9.3c,d, 10.2b, 10.3d).
4. Apply the nursing process and clinical reasoning to support person-centered care in diverse healthcare settings (Essentials 1.3a,b,c, 2.2e, 2.4a-e, 2.5a-g, 2.6a, 2.7a, 2.8a).
5. Discuss principles of health promotion and prevention and their influences on health outcomes for patients and families (2.5d, 2.8c).

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* 240


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

If yes, what will the fee be?* 0

Fee Justification NA

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

the proposal has been completely approved through the faculty governance process.

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Person-Centered & Compassionate Care in Nursing I
Credit Hours	6
Lecture	2.5
Clinical	3 (90 contact hours)
Simulation	0.5 (15 contact hours)
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students develop essential skills for delivering safe, evidence-based nursing care. Emphasis is placed on compassion, effective communication, social determinants of health (SDOH), and cultural humility. Students learn foundational nursing procedures, apply the nursing process, and develop clinical reasoning in diverse care settings, integrating knowledge from nursing science and related disciplines.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health	X	Compassionate Care
	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
X	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice		Health Policy
X	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essential's Alignment

1. Communicate effectively and compassionately with individuals, families, and interprofessional team members (*Essentials 2.1a-c, 2.2b,c, 6.1b,e-f, 8.1a, 8.3c, 9.2f,g, 9.5c,e*).
2. Integrate knowledge of social determinants of health (SDOH) and cultural humility into assessment, communication, and care planning (*Essentials 1.1b, 1.2a, 1.3b,c, 2.1c, 2.2a-b, 2.5g, 7.2b, 9.1a,9.2c-e, 9.5c*).

3. Demonstrate safe and evidence-based foundational nursing skills in simulated and/or supervised clinical environments (*Essentials 1.1b, 1.2a, 1.3a, 2.1a-c, 2.2a-f, 2.3a-g, 4.2c, 8.2a,c, 8.3a,c, 9.1b,f, 9.2g, 9.3c,d, 10.2b, 10.3d*).
4. Apply the nursing process and clinical reasoning to support person-centered care in diverse healthcare settings (*Essentials 1.3a,b,c, 2.2e, 2.4a-e, 2.5a-g, 2.6a, 2.7a, 2.8a*).
5. Discuss principles of health promotion and prevention and their influences on health outcomes for patients and families (*2.5d, 2.8c*).

Competency-Based Learning Activities			
Learner Outcome	Essential: Domains & Concept	Teaching Method	Learner Activity
1	Domain 2: Patient-Centered Care Clinical Judgment, Communication, Compassionate Care, SDOH	SI/PR C-PC or SR	<p><u>Assignment:</u> Communication During Vital Sign Assessment</p> <p><u>Activity:</u> Simulated Scenarios</p> <ul style="list-style-type: none"> • Student Scenario 1: Patient admitted with shortness of breath (SOB) and fatigue and requires a full set of vitals. • Student Scenario 2: An elderly patient is admitted for a urinary tract infection and becomes mildly disoriented during the procedure. Patient appears confused and repeatedly asks where they are and is hesitant to allow the procedure. <ul style="list-style-type: none"> ○ <i>Student Role</i> <ul style="list-style-type: none"> ■ Introduce themselves and explain VS procedure in calm manner. ■ Use therapeutic communication to ease pt. anxiety and encourage cooperation. ■ Identify abnormal findings and communicate to simulation partner using SBAR. ■ Document using SBAR. ○ <i>Debrief</i> <ul style="list-style-type: none"> ■ How effectively did the student communicate the steps of the procedure? ■ Did they use patient-friendly language and check for understanding? ■ Were they calm and professional when findings were abnormal? ■ How well was SBAR used? <p><u>Assignment:</u> Clinical-Post-conference or Self-Reflection Assignment</p> <p><u>Activity:</u> Thinking about today's clinical experience, share a situation where you used therapeutic communication techniques. What did you say or do? How did the patient respond? Is there anything you would have done differently?</p>

Competency-Based Learning Activities			
3	Domain 1: Knowledge for Nursing Practice Domain 2: Person Centered Care Domain 10: Personal, Professional, and Leadership Development Clinical Judgment, Communication	CC & SR	<u>Assignment:</u> Competency Checkoffs <u>Activity:</u> Perform a complete set of vital signs (manual BP, apical pulse, respiratory rate, temperature, O2 sat, pain). Demonstrate other skills as defined by faculty. At the end of the competency checkoff complete a <u>self-reflection</u> on <i>What went well? Can you identify a self-care activity or strategy that contributed to your success?</i>
2,4,5	Domain 1: Knowledge of Nursing Practice Domain 2: Person- Centered Care Domain 6: Interprofessional Collaboration Clinical Judgment, Ethics, DEI	PC C EX,Q	<u>Assignment:</u> Discharge Planning & SDOH <u>Activity:</u> <ul style="list-style-type: none"> How do you assess a patient's readiness for discharge beyond clinical stability? Which SDOH factors did you identify that may impact your patient's ability to manage care at home? What interdisciplinary team members would you involve in discharge planning, and why? How can nurses advocate for equitable discharge plans that address barriers such as transportation, housing, or literacy? <u>Assignment:</u> Nursing Plan of Care <u>Activity:</u> Complete a nursing care plan for a selected patient which includes health promotion and prevention considerations based on modifiable and nonmodifiable risk factors Exams & Quizzes

Teaching Methods

Case Study = CS

Class Discussion = D

Clinical = C

Competency Check-off = CC

Discussion Board = DB

Exam = EX

Peer Review = PR

Post-conference = PC

Presentation = P

Quiz = Q

Self-Reflection = SR

Simulation/Lab = SI

Scholarly
Paper/Poster =
SP Other: _____

Assessment Methods

Competency Checkoffs, Simulation, Clinical-Post-conference, Role-Play, Self-Reflection, Peer Review, Exams/Quizzes

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3021 - Person-Centered Care II: Care of the Adult & Older Adult

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors College course? ☐ Yes ☒ No

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

Course Information

Course Prefix*

NURS

Course Number* 3021

Course Title* Person-Centered Care II: Care of the Adult & Older Adult

Long Course Title Person-Centered Care II: Care of the Adult & Older Adult

Course Type*

Nursing

Catalog Course Description* Students apply evidence-based nursing, clinical reasoning, and knowledge from nursing and related sciences to identify and manage common acute and chronic conditions, wellness needs, functional changes, and care transitions in adults and older adults. Students participate in simulation experiences, clinical practice, and complete competency checkoffs to validate performance.

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

Is this a variable credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 5

Credit Hrs* 7

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

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites NURS 3020

Concurrent

Prerequisites

Corequisites NURS 3100, NURS 3030, NURS 3400, NURS 3060

Cross-listing

Restrictions Admission to the Nursing program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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- ☒ 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?

2

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Describe the complex health needs of adult and older adult patients experiencing acute and chronic illnesses, integrating knowledge of pathophysiology, pharmacology, health assessment, and foundational nursing concepts to inform safe and effective care (1.3a-c, 2.1a-c, 2.3a-g, 2.4b-e, 2.5a-g, 2.6d, 2.7a-c, 5.1a,c, 9.2b).
2. Examine how social determinants of health (SDOH)—including cultural, social, environmental, and political factors—impact wellness, illness trajectories, and healthcare outcomes across adult and older adult populations, from the individual to societal level (1.1b, 1.2a, 1.3a-c, 2.1a-b, 2.8c, 7.2b, 9.2b,e, 9.5c, 9.6a).
3. Analyze the course of acute and chronic illnesses, including how co-existing conditions interact to influence clinical outcomes, and explain the importance of health promotion and illness prevention in supporting long-term wellness and functional status in adult and geriatric patients (1.3a-c, 2.8c).
4. Evaluate health education and health literacy strategies that promote patient understanding, self-care, and shared decision-making in adult and older adult care, while fostering collaboration between patients, families, and interprofessional teams (1.3b- c,2.2b,e, 2.8a-c, 8.3c).
5. Demonstrate competence in performing fundamental nursing skills and procedures by safely and accurately applying evidence-based techniques in a simulated environment, followed by supervised clinical application in patient care settings (1.2b, 1.3a, 2.3d).
6. Utilize the nursing process and clinical judgment to develop and evaluate individualized, evidence-based care plans that are informed by patient values, beliefs, and social determinants of health for adult and older adult patients in acute care settings (1.1b, 1.2a,1.3a-c, 2.2e, 2.4a-d, 2.5a-d,g).
7. Apply therapeutic communication and collaboration skills to collect health data, educate patients and families, and relay patient information clearly and effectively within the interprofessional team in the care of adults and older adults with acute and chronic conditions (2.1a-c, 2.2a-b,c, 2.3b-c,g, 2.6b, 6.1b,e-f, 8.5c, 9.2e-g).
8. Demonstrate professionalism and ethical practice in clinical settings, including respectful collaboration with peers and healthcare providers, accepting feedback, engaging in self- reflection, and advocating for equitable, high-quality care for adult and older adult populations (1.2b,d, 6.1c,e, 6.2a-f, 9.1a-d,f-g, 9.2a-g, 9.3c-d,f-h, 9.5b-c,e, 9.6a-c, 10.2a- e).

REQUIRED ATTACHMENTS

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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*** 240

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

**If yes, what will the
fee be?*** 150

Fee Justification Lab fees

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University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Person-Centered Care of Adult & Older Adult
Credit Hours	7
Lecture	2 (30 contact hours)
Clinical	4 (120 contact hours)
Simulation	1 (30 contact hours)
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students apply evidence-based nursing, clinical reasoning, and knowledge from nursing and related sciences to identify and manage common acute and chronic conditions, wellness needs, functional changes, and care transitions in adults and older adults. Students participate in simulation experiences, clinical practice, and complete competency checkoffs to validate performance.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health	X	Compassionate Care
	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
		X	Ethics
X	Domain 5: Quality & Safety	X	Evidence-Based Practice (EBP)
X	Domain 6: Interprofessional Partnerships		Health Policy
	Domain 7: Systems-Based Practice	X	Social Determinants of Health (SDOH)
X	Domain 8: Informatics & Technology		
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

1. Describe the complex health needs of adult and older adult patients experiencing acute and chronic illnesses, integrating knowledge of pathophysiology, pharmacology, health assessment, and foundational nursing concepts to inform safe and effective care (1.3a-c, 2.1a-c, 2.3a-g, 2.4b-e, 2.5a-g, 2.6d, 2.7a-c, 5.1a,c, 9.2b).
2. Examine how social determinants of health (SDOH)—including cultural, social, environmental, and political factors—impact wellness, illness trajectories, and healthcare

outcomes across adult and older adult populations, from the individual to societal level (1.1b, 1.2a, 1.3a-c, 2.1a-b, 2.8c, 7.2b, 9.2b,e, 9.5c, 9.6a).

3. Analyze the course of acute and chronic illnesses, including how co-existing conditions interact to influence clinical outcomes, and explain the importance of health promotion and illness prevention in supporting long-term wellness and functional status in adult and geriatric patients (1.3a-c, 2.8c).
4. Evaluate health education and health literacy strategies that promote patient understanding, self-care, and shared decision-making in adult and older adult care, while fostering collaboration between patients, families, and interprofessional teams (1.3b-c, 2.2b,e, 2.8a-c, 8.3c).
5. Demonstrate competence in performing fundamental nursing skills and procedures by safely and accurately applying evidence-based techniques in a simulated environment, followed by supervised clinical application in patient care settings (1.2b, 1.3a, 2.3d).
6. Utilize the nursing process and clinical judgment to develop and evaluate individualized, evidence-based care plans that are informed by patient values, beliefs, and social determinants of health for adult and older adult patients in acute care settings (1.1b, 1.2a, 1.3a-c, 2.2e, 2.4a-d, 2.5a-d,g).
7. Apply therapeutic communication and collaboration skills to collect health data, educate patients and families, and relay patient information clearly and effectively within the interprofessional team in the care of adults and older adults with acute and chronic conditions (2.1a-c, 2.2a-b,c, 2.3b-c,g, 2.6b, 6.1b,e-f, 8.5c, 9.2e-g).
8. Demonstrate professionalism and ethical practice in clinical settings, including respectful collaboration with peers and healthcare providers, accepting feedback, engaging in self-reflection, and advocating for equitable, high-quality care for adult and older adult populations (1.2b,d, 6.1c,e, 6.2a-f, 9.1a-d,f-g, 9.2a-g, 9.3c-d,f-h, 9.5b-c,e, 9.6a-c, 10.2a-e).

Competency-Based Learning Activities			
Learner Outcome	Essentials Domain & Concept	Teaching Method	Learner Activity
1	<p>Knowledge of Nursing Practice</p> <p>Person-Centered Care</p> <p>DEI, SDOH, Compassionate Care, Clinical Judgment</p>	<p>EX/Q</p> <p>CS</p> <p>A</p>	<p><u>Assignment:</u> Exams & Quizzes <u>Activity:</u> Focus on knowledge integration of pathophysiology/pharmacology - application based vignettes to connect these to nursing assessments and interventions in the adult and older-adult.</p> <p><u>Assignment:</u> Case Study Analysis <u>Activity:</u> Students participate in unfolding case scenarios involving adults and older adults with comorbidities to identify priority problems and evidence-based interventions. Include personal challenges and preferences, DEI and SDOH influences into case study scenarios.</p> <p><u>Assignment:</u> Pathophysiology Maps- Individual or Group Activity <u>Activity:</u> Students construct visual maps linking disease processes, medications, and nursing care across varied conditions in adults and older adults. Students provide a final map for sharing with peers.</p>

Competency-Based Learning Activities			
2	Knowledge of Nursing Practice	CS SR	<p><u>Assignment:</u> SDOH Self-Reflection <u>Activity:</u> Provide a video or scenario post-SDOH lecture. Students reflect on how SDOH affected a person/family and how nurses can address these in care planning.</p> <p><u>Assignment:</u> SDOH Inclusion into a Simulation Scenario for an Adult/Older Adult <u>Activity:</u> During the debrief discussion, students in a structured debrief focused on how SDOH influenced the care provided and outcomes.</p> <ul style="list-style-type: none"> • What specific SDOH were present in the scenario? • Were there any assumptions you made about the patient based on the identified SDOH? How might those have influenced your care? • How were the patient's values, preferences, and cultural or socioeconomic background addressed during the simulation? • Was there evidence of advocating for the patient during the simulation? • Can you identify any institutional or community resources you might have referred the patient to? • What would you do differently in a similar real-life situation?
	Person-Centered Care	SI, SR	
	DEI, SDOH, Clinical Judgment, Communication		

Competency-Based Learning Activities			
3	<p>Knowledge of Nursing Practice</p> <p>Person-Centered Care</p> <p>Clinical Judgment, Communication, EBP, Ethics, Compassionate Care</p>	<p>C, PC</p> <p>Pa</p>	<p><u>Assignment:</u> Case-Based Post-Conference <u>Activity:</u> Discuss in post-conference a patient who has multiple chronic conditions. Using this condition, have students be ready to discuss the following prompts at the next post-conference. How have these multiple chronic conditions interacted and what prevention strategies could you use - using EBP guidelines. Include insights into DEI and SDOH considerations.</p> <ul style="list-style-type: none"> • How do the identified chronic conditions influence one another physiologically or functionally? • Are there any shared risk factors of pathophysiologic mechanisms that link the conditions? • Which prevention strategy(ies) did you identify? How did you prioritize the top prevention strategy for this patient? • Why did you select this prevention strategy and delay or omit others (cost, mobility, etc.)? <p><u>Assignment:</u> Health Promotion Education <u>Activity:</u> Develop a focused health promotion teaching plan for an older adult living with a chronic illness. Your goal is to apply evidence-based strategies that promote improved health outcomes through patient education. The plan should consider the unique needs of older adults, especially those related to health literacy, medication adherence, lifestyle modification, and chronic disease self-management.</p> <ul style="list-style-type: none"> • Present an overview of the chronic condition in the context of aging. • Identify key health promotion needs. • Develop a teaching plan with strategies to support health literacy and adherence the plan of care. • How does the plan align with current practices in geriatric nursing and health promotion.

Competency-Based Learning Activities			
4	<p>Knowledge of Nursing Practice</p> <p>Person-Centered Care</p> <p>Clinical Judgment, Communication, EBP, Ethics, Compassionate Care</p>	SI, RP, PR	<p><u>Assignment:</u> Teaching a New Medication to a Geriatric Patient with Visual Acuity or Hearing Issues</p> <p><u>Activity:</u> Small Group- nurse, patient, observer. First time through the scenario, have the patient have a visual acuity issue. Second time through the scenario have patient have a hearing issue. Nurse role- teach the geriatric patient about a new medication (e.g., use, side effects, timing, adherence strategies). Using a student-developed visual aid or handout, the "nurse" will explain the medication and use the teach-back method to confirm understanding. Roles will rotate (nurse, patient, observer), allowing each student to practice, receive peer feedback, and reflect on communication skills tailored to health literacy and aging. Include components or DEI and SDOH considerations when developing the scenarios.</p> <p><u>Grading Rubric:</u></p> <ul style="list-style-type: none"> • 1 point Clearly explained medication purpose and use. • 1 point. Simplified information appropriate to the acuity/hearing issue. • 1 point. Used teach-back effectively to assess understanding. • 1 point. Engaged patient respectfully and empathetically. • 1 point. Visual aid supported patient learning.
5	<p>Knowledge of Nursing Practice</p> <p>Person-Centered Care</p> <p>Clinical Judgment, EBP</p>	CC	<p><u>Assignment:</u> Competency Checkoffs for Select Skills</p> <p><u>Activity:</u> Students will successfully complete competency-based checkoffs for selected skills & procedures in simulation or under supervision of the clinical faculty in the healthcare setting.</p>

Competency-Based Learning Activities			
6	<p>Knowledge of Nursing Practice</p> <p>Person-Centered Care</p> <p>Clinical Judgment, EBP</p>	C, PC	<p><u>Assignment:</u> Plan of Care - Revision <u>Activity:</u> Students revise a pre-written plan of care to improve alignment with patient values, updated assessment data, and nursing outcome. In working with the patient, did social determinants of health (SDOH) influence the care you provided, and in what ways might they impact how you approach care differently in the future?</p> <p><u>Assignment:</u> Post-Conference <u>Activity:</u> Students present their patient case using the nursing process, including rationale for interventions and prioritization of care. Peers and faculty participate in the case discussion.</p>
7	<p>Knowledge of Nursing Practice</p> <p>Professionalism</p> <p>Ethics, Compassionate Care, DEI, SDOH, Communication</p>	<p>SI, RP, PR</p> <p>SR</p>	<p><u>Assignment:</u> Ethics Simulation <u>Activity:</u> Students will participate in a role-play simulation where they act as the nurse caring for an older adult (or family member) who is making decisions about end-of-life care—such as transitioning from aggressive treatment to palliative or hospice care. The focus of the simulation is on delivering difficult information with compassion, supporting emotional needs, and honoring patient and family values. Rotate roles. In post-discussion speak to the ability to navigate ethical tensions around quality of life, autonomy, and care planning. Include DEI and SDOH considerations into activities.</p> <p><u>Activity:</u> Self-Reflection Prompt: Reflect on how you approached this difficult conversation and justify your actions using ethical principles such as respect for autonomy, non-maleficence, and justice.</p> <ul style="list-style-type: none"> How did you balance providing information with supporting the patient/family emotionally?

Competency-Based Learning Activities			
8	Professionalism Personal, Professional, and Leadership Development Communication, EBP, Clinical Judgment	C, SR	<u>Assignment:</u> Tracking Professional Growth-Clinical Reflection and Competency Evaluation <u>Activity:</u> At the end of this first clinical rotation, select 2 domain areas from the course syllabi. For each, reflect on your progress at the competency and subcompetency level, and provide specific exemplars to demonstrate your development. In your reflection, also address your growth in professional behavior, ethics, and accountability (Domains 9 & 10). Record your reflection and examples on the clinical evaluation form. Be specific and concrete in describing your actions and progress.

*The activity under learner outcome 7, can be adopted by each clinical course. Have students pull out different domains to provide concrete evidence of competence or areas for continued development. Student to save to become part of their portfolio that can be used as a final evaluation of readiness for practice and professional growth.

Teaching Methods

Case Study = CS Class
Discussion = D
Clinical = C
Competency
Check-off = CC
Exam = EX
Lecture = L
Paper = Pa
Peer Review = PR
Post-conference = PC
Role Play = RP
Quiz = Q
Self-Reflection = SR
Simulation/Lab = SI

Assessment Methods

Exams, quizzes, lecture, competency-based checkoffs, case studies, simulation, paper, self- reflection, peer review, post-conference

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3030 - Caring for Vulnerable Populations

2026-2027 Undergraduate New Course Request

Introduction

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Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 3030

Course Title * Caring for Vulnerable Populations

Long Course Title Caring for Vulnerable Populations

Course Type *

Nursing

Catalog Course Description * This course focuses on nursing care for clinical judgment, therapeutic communication, social determinants of health, and legal and ethical considerations to promote safe, equitable, and person-centered care across the lifespan. Students apply the nursing process and evidence-based interventions to support resilience in patients with mental health issues.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 0

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. * 0

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

Prerequisites NURS 3020

Concurrent Prerequisites

Corequisites NURS 3100, NURS 3400, NURS 3021, NURS 3060

Cross-listing

Restrictions Admission to Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

2

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Apply the nursing process, clinical judgment, and evidence-based practice to plan, implement, and evaluate safe, high-quality, person-centered care for individuals with behavioral and psychiatric mental health needs across the lifespan (1.3a–c, 2.2e, 2.4a–d, 2.5a–g, 5.1a,c, 9.2a–c).
2. Establish and maintain therapeutic relationships using effective communication strategies, including verbal, non-verbal, and written modalities, to promote trust and collaboration. (1.1a-b, 2.2a–c, 2.3b–g, 2.6a-b, 6.1b,e,f, 9.2e–g, 9.3c, 9.5c, 9.6a-b).
3. Interpret and synthesize assessment findings, patient history, and diagnostic data to support clinical decisions and individualized psychiatric mental health interventions (1.2a, 1.3a–c, 2.3a–g).
4. Incorporate knowledge from liberal arts, sciences, and nursing foundations—including pathophysiology, pharmacology, and health assessment—to inform safe, culturally responsive, and developmentally appropriate care for individuals with behavioral and psychiatric mental health disorders (1.1b, 1.2a, 1.3b, 3.1g, 3.2b–c, 3.3a–b).
5. Evaluate the influence of social determinants of health (SDOH), personal biases, and societal attitudes on the presentation, treatment, and outcomes of individuals across the lifespan, advocating for equity, inclusion, and patient engagement in care planning (2.1c, 2.8d, 7.2b, 9.2d, 9.3a,g, 9.4a, 9.6a–c).
6. Analyze legal, ethical, and professional considerations in the care of individuals with psychiatric mental health conditions, ensuring respect for autonomy, confidentiality, safety, and patient rights (1.2e, 1.3b–c, 6.1f).

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 245
☐ Library Resources Need Enhancement


**Present or Projected
Annual Enrollment*** 240

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

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

Fee Justification NA

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Caring for Vulnerable Populations
Credit Hours	2
Lecture	2 (30 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This course focuses on nursing care for clinical judgment, therapeutic communication, social determinants of health, and legal and ethical considerations to promote safe, equitable, and person-centered care across the lifespan. Students apply the nursing process and evidence-based interventions to support resilience in patients with mental health issues.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health	X	Compassionate Care
	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
		X	Ethics
X	Domain 5: Quality & Safety	X	Evidence-Based Practice (EBP)
X	Domain 6: Interprofessional Partnerships	X	Health Policy
	Domain 7: Systems-Based Practice	X	Social Determinants of Health (SDOH)
X	Domain 8: Informatics & Technology		
	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & Essentials Alignment

1. Apply the nursing process, clinical judgment, and evidence-based practice to plan, implement, and evaluate safe, high-quality, person-centered care for individuals with behavioral and psychiatric mental health needs across the lifespan (1.3a-c, 2.2e, 2.4a-d, 2.5a-g, 5.1a,c, 9.2a-c).
2. Establish and maintain therapeutic relationships using effective communication strategies, including verbal, non-verbal, and written modalities, to promote trust and collaboration. (1.1a-b, 2.2a-c, 2.3b-g, 2.6a-b, 6.1b,e,f, 9.2e-g, 9.3c, 9.5c, 9.6a-b).
3. Interpret and synthesize assessment findings, patient history, and diagnostic data to support clinical decisions and individualized psychiatric mental health interventions (1.2a, 1.3a-c, 2.3a-g).
4. Incorporate knowledge from liberal arts, sciences, and nursing foundations—including pathophysiology, pharmacology, and health assessment—to inform safe, culturally responsive, and developmentally appropriate care for individuals with behavioral and psychiatric mental health disorders (1.1b, 1.2a, 1.3b, 3.1g, 3.2b-c, 3.3a-b).
5. Evaluate the influence of social determinants of health (SDOH), personal biases, and societal attitudes on the presentation, treatment, and outcomes of individuals across the lifespan, advocating for equity, inclusion, and patient engagement in care planning (2.1c, 2.8d, 7.2b, 9.2d, 9.3a,g, 9.4a, 9.6a-c).
6. Analyze legal, ethical, and professional considerations in the care of individuals with psychiatric mental health conditions, ensuring respect for autonomy, confidentiality, safety, and patient rights (1.2e, 1.3b-c, 6.1f).

Competency-Based Learning Activities			
Learner Outcome	Essentials Domains & Concepts	Teaching Method	Learner Activity
1	Knowledge for Nursing Practice Person-Centered Care Professionalism Clinical Judgment, Communication, EBP, SDOH	S or D C SR	<p><u>Assignment:</u> Crisis Management Simulation c/ High Fidelity and Debrief OR Video and break into small groups for discussion. <u>Activity:</u> Students watch a video or participate in a high-fidelity simulation for a person experiencing acute psychosis or suicidal ideation. Students must use the nursing process to assess, plan, intervene, and evaluate patient responses, followed by debrief or reporting-out that links decisions to evidence-based practice and clinical judgment frameworks.</p> <p><u>Assignment:</u> Psychiatric Nursing Care Plan <u>Activity:</u> Using the nursing process, students create a care plan for a patient.</p> <p><u>Assignment:</u> Self-Reflection <u>Activity:</u> Students use SBAR format to evaluate the effectiveness of nursing interventions and their application of clinical judgment based on a patient they provided care for.</p>
2	Knowledge for Nursing Practice Person-Centered Care Professionalism Clinical Judgment, Communication	S, PR D C	<p><u>Assignment:</u> Role Play with Peer Feedback - Can be done on Zoom or Teams by dividing 4-6 students (even numbers) into rooms. <u>Activity:</u> Students take turns playing the role of nurse and patient in scenarios (e.g., anxiety, hallucinations, PTSD, etc.), practicing active listening, empathy, and de-escalation techniques, followed by peer feedback. Faculty move between rooms with sessions recorded for faculty feedback to the group.</p> <p><u>Assignment:</u> Video Analysis of Communication - small group discussion <u>Activity:</u> Students watch short video clips of nurse-patient interactions, analyze the communication techniques used, and reflect on verbal/non-verbal cues, barriers, and how they would modify the interaction.</p> <p><u>Assignment:</u> Communication Mapping <u>Activity:</u> Students document one therapeutic interaction with a client, map communication choices (verbal and nonverbal), and evaluate the outcome based on the therapeutic relationship framework.</p>

Competency-Based Learning Activities			
3 & 5	Knowledge for Nursing Practice	CS, D	<p><u>Assignment:</u> Unfolding Mental Health Case Study with Diagnostic Data- Small group in class</p> <p><u>Activity:</u> Students receive progressive clinical information (H & P, lab results, behaviors) in a case study and determine the most appropriate interventions, medications, and follow up actions.</p>
	Person-Centered Care	SI, RP	
	SDOH, Clinical Judgment, Compassionate	C	<p><u>Assignment:</u> Mental Status Exam & Suicide Risk Assessment</p> <p><u>Activity:</u> Using a standardized patient/actor/faculty member, students conduct and document a mock MSE and suicide risk screening followed by a faculty-led discussion helps refine interpretation and link to care decisions.</p> <p><u>Assignment:</u> Clinical Assignment</p> <p><u>Activity:</u> Students select one patient and analyze all available data (labs, medication list, psychosocial history, SDOH) to support clinical prioritization and care planning.</p>

Competency-Based Learning Activities			
4	Knowledge for Nursing Practice	A	<p><u>Assignment:</u> Concept Map Integrating Sciences in Psychiatric Mental Health Nursing</p> <p><u>Activity:</u> Students complete a concept map linking a mental health diagnosis to related pathophysiology, pharmacology, and psychosocial influences.</p>
	Population Health	SP	<p><u>Assignment:</u> Comparative Case Analysis of Cultural Care- Paper</p> <p><u>Activity:</u> Students analyze two case scenarios of clients from diverse cultural backgrounds with similar diagnoses (depression, bipolar), identifying culturally sensitive care strategies informed by pathophysiological and pharmacological principles.</p>
	Clinical Judgment, EBP, Compassionate Care	SR or PC	<p><u>Assignment:</u> Self-reflection on the “lived experience” of an individual or family member’s experience of mental illness. Could be a clinical self-reflection or a post-conference topic.</p> <p><u>Activity:</u> Student talks with patients or family members about the lived experience of being part of the life of someone with mental illness.</p> <ul style="list-style-type: none"> • What were your initial thoughts or feelings before starting the conversation? Did they change after hearing their story? • What part(s) of the conversation stood out as especially meaningful or eye opening? • What did you do to show active listening and empathy? What might you change? • Did they discuss feeling misunderstood or stigma? How did those challenges affect their daily life, relationships or access to care? • How might this experience influence the way you provide care to individuals with mental illness or their families?

Competency-Based Learning Activities			
5	Person-Centered Care Professionalism Ethics, Compassionate Care	C, PC, DB	<u>Assignment:</u> Bias Awareness & Advocacy <u>Activity:</u> Students in assigned clinical group reflect on a clinical or simulated experience where bias may have influenced care. They propose strategies to reduce bias and promote equitable care through peer-reviewed posts or post-conference discussion.
6	Knowledge for Nursing Practice Health Policy & Social Determinants of Health (SDOH), Ethics	C, PC	<u>Assignment:</u> Professional Standards Post-Conference Presentation <u>Activity:</u> Students research and present a legal or ethical principle in psychiatric nursing (duty to warn, informed consent in psychiatric medications, HIPAA in group therapy).

Teaching Methods

Assignment =
 A Case Study = CS
 Class Discussion = D
 Clinical = C
 Competency Checkoff = CC
 Discussion Board = DB
 Exam = EX
 Peer Review =
 PR Post-conference = PC
 Quiz = Q
 Role Play = RP
 Self-Reflection = SR
 Simulation/Lab = SI
 Scholarly Paper/Poster = SP

Assessment Methods

Assignment, Case Study, Clinical, Competency Checkoff, Discussion Board, Post-conference, Peer Review, Exams & Quizzes, Self-Reflection, Simulation, Scholarly Paper

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3050 - Pathophysiology & Pharmacology I

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 3050

Course Title * Pathophysiology & Pharmacology I

Long Course Title Pathophysiology and Pharmacology I

Course Type *

Nursing

Catalog Course Description *

This course explores the pathophysiology and pharmacologic management of common disease conditions. Students will apply foundational knowledge of pathophysiology, pharmacokinetics, and pharmacodynamics to support clinical decision-making in health promotion, risk reduction, and disease treatment.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites Admission to program

Concurrent Prerequisites

Corequisites NURS 3010, NURS 3020, NURS 3000

Cross-listing

Restrictions Admission to Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

2

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Describe the actions, therapeutic uses, common side effects, and potential interactions (drug-drug and drug-nutrient) of major medication classes introduced in the course (1.2a, 1.3c).
2. Summarize key pathophysiologic processes that lead to disease symptoms and interpret related laboratory and diagnostic findings in the context of medication effectiveness (1.2a, 1.3c).
3. Integrate basic principles of pathophysiology and pharmacology to support clinical judgment and promote safe medication practices across the lifespan (1.2a, 1.3a- c).
4. Discuss how social determinants of health (cultural, social, environmental, access to care, and political factors) influence illness presentation, medication adherence, and health outcomes for the individual, family, and community (2.1c, 2.8d, 7.2b).

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* 240


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

If yes, what will the fee be?* 0

Fee Justification NA

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before

the proposal has been completely approved through the faculty governance process.

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Pathophysiology & Pharmacology I
Credit Hours	3
Lecture	3 (45 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This course explores the pathophysiology and pharmacologic management of common disease conditions. Students will apply foundational knowledge of pathophysiology, pharmacokinetics, and pharmacodynamics to support clinical decision-making in health promotion, risk reduction, and disease treatment.

Topics: Immune System, Infection, Disorders of WBC & RBC, Hemostasis, Neuropharmacology, Cholinergic & Adrenergic, Neurosensory, CV Function-BP Regulation-Cardiac Dysfunction, Acute Coronary Syndrome & CHF, Endocrine, Diabetes

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health		Compassionate Care
	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice	X	Health Policy
	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
	Domain 9: Professionalism		
	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & Essentials Alignment

1. Describe the actions, therapeutic uses, common side effects, and potential interactions (drug-drug and drug-nutrient) of major medication classes introduced in the course (1.2a, 1.3c).
2. Summarize key pathophysiologic processes that lead to disease symptoms and interpret related laboratory and diagnostic findings in the context of medication effectiveness (1.2a, 1.3c).
3. Integrate basic principles of pathophysiology and pharmacology to support clinical judgment and promote safe medication practices across the lifespan (1.2a, 1.3a- c).
4. Discuss how social determinants of health (cultural, social, environmental, access to care, and political factors) influence illness presentation, medication adherence, and health outcomes for the individual, family, and community (2.1c, 2.8d, 7.2b).

Competency-Based Learning Activities			
Learner Outcomes	Essentials: Domains & Concepts	Teaching Method	Learner Activity
1	Knowledge of Nursing Practice EBP	EX/Q A	<p><u>Exams/Quizzes</u>- add short scenarios requiring selection of appropriate medication(s) and identification of potential interactions. Add questions to LMS-poll platform when lecturing at the end of major sections or include NEXT-Gen type questions when working through case scenarios.</p> <p><u>Assignment</u> Medication Class Charting <u>Assignment</u>- Individual <u>Activity</u>: Students complete a comparative chart identifying drug actions, uses, side effects and interactions for key medication classifications.</p>
2	Knowledge of Nursing Practice EBP, Communication	EX/Q A CS	<p><u>Exams/Quizzes</u>- add short scenarios, multiple responses, etc. Add questions to LMS-poll platform when lecturing at the end of major sections or include NEXT-Gen type questions when working through case scenarios.</p> <p><u>Assignment</u>: Concept Map - Individual <u>Activity</u>: Create a disease-focused concept map that links pathophysiology, symptoms, diagnostics, and medications.</p> <p><u>Assignment</u>: Lab Data Case Study- Flipped classroom- Small group work. <u>Activity</u>: Create a series of brief case studies with lab values and symptoms, identifying the disease process and how medications are used to address it. Class report-out with written summary available to all student groups.</p>
3	Knowledge of Nursing Practice EBP, Communication	EX/Q CS	<p><u>Exams/Quizzes</u>- short scenarios.</p> <p><u>Assignment</u>: Video Review & Reflection- Individual <u>Activity</u>: Use an age-specific video or create a video on a select condition (geriatric polypharmacy, infant ear infection, adult Type II DM, etc.). Students complete a reflection paper or SOAP note explaining medication decision.</p> <p><u>Assignment</u>: Lifespan Medication - Individual</p>

Competency-Based Learning Activities			
			<u>Activity:</u> Allow students to select a condition and compare pharmacologic management for the pediatric, adult and older adult person. Identify any differences and safety concerns.
4	Knowledge of Nursing Practice Person-Centered Care Systems-Based Practice SDOH, DEI	D or DB SR	<u>Assignment:</u> Social Determinants of Health- In-Class Small Group Discussion or Discussion Posts <u>Activity:</u> Assign a patient vignette with varied backgrounds and assess how these might affect symptom presentation and medication adherence. <u>Assignment:</u> Health Equity Reflections Journal- Self-Reflection <u>Activity:</u> Select a subcompetency from the course and reflect on how a specific SDOH might alter pharmacologic care.

Teaching Methods

Assignment = A Case
 Study = CS
 Class Discussion = D
 Discussion
 Board = DB
 Exam = EX
 Quiz = Q
 Self-Reflection = SR
 Scholarly Paper/Poster = SP

Assessment Methods

Exam/Quizzes, Assignments, Case Study, Class Discussion, Presentation, Self-Reflection

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3060 - Advancing Health Through Leadership, Policy & Interprofessional Practice

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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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 College course? * ☐ Yes ☒ No

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

Course Information

Course Prefix *

NURS

Course Number * 3060

Course Title * Advancing Health Through Leadership, Policy & Interprofessional Practice

Long Course Title Advancing Health Through Leadership, Policy & Interprofessional Practice

Course Type *

Nursing

Catalog Course Description * This course prepares students for transition to professional nursing roles, focusing on leadership,

systems-based care, financial and regulatory frameworks, and collaboration across the healthcare team. Students

explore requirements for licensure, scope of practice, professional organizations, and how nurses influence care quality, health equity, and outcomes while examining factors like discrimination and social determinants of health. Emphasis is placed on safety, advocacy, information technology, innovation, and professional growth within today's complex healthcare environments.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 0

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. * 0

Prerequisites

**Concurrent
Prerequisites**

Corequisites NURS 3100, NURS 3030, NURS 3400, NURS 3021

Cross-listing

Restrictions Admission to the Nursing program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading* Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Apply foundational leadership theories and principles to support safe, high-quality care in complex healthcare microsystems (1.2a, 7.1b,c, 10.3a-c,i).
2. Collaborate within nursing and interprofessional teams to problem-solve and enhance care coordination, performance, and effectiveness (6.2a-f, 6.3a-c, 9.2g, 10.2b).

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* 240

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

If yes, what will the fee be?* 0

Fee Justification NA

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

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

NURS - 3100 - Pathophysiology & Pharmacology II

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☒ Student Learning Outcomes
- ☐ Restrictions
- ☒ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

Tanner Health System School of Nursing

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

☒ Yes
☐ No

Is this a College of Education course? *

☐ Yes
☒ No

Is this a Department of Mass Communications course? *

☐ Yes
☒ No

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

☐ Yes
☒ No

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

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

NURS

Course Number*

3100

Course Title* Pathophysiology & Pharmacology II

Long Course Title Pathophysiology & Pharmacology II

Course Type - DO
NOT EDIT*

Nursing

Catalog Course
Description*

Students apply pathophysiology, pharmacokinetics, and pharmacodynamics to clinical decision-making related to diverse disease processes and therapeutic interventions, with an emphasis on safe, evidence-based, and person-centered care.

Prerequisites NURS 3050

Corequisites NURS 3030, NURS 3400, NURS 3021, NURS 3060

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

2

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

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

Lab Hrs* 0

Credit Hrs* 2

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions Admission to Nursing Program

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

☐ Yes
☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0


Justification and Assessment

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

1. Describe the actions, therapeutic uses, and common side effects of major medication classes, including drug-to-drug and drug-to-nutrient interactions related to medications covered in the course (1.2a, 1.3c).
2. Apply knowledge of pathophysiologic and pharmacologic principles to anticipate appropriate pharmacologic, nursing, and diagnostic interventions for selected health conditions (1.2a, 1.3c).
3. Integrate pathophysiologic and pharmacologic concepts to support clinical judgment and promote safe, evidence-based care across the lifespan for diverse groups of people (1.2a, 1.3a–c, 2.2e, 6.3a, 8.2c,d).
4. Identify how social determinants of health influence the clinical presentation of illness and medication adherence in diverse patient populations (2.1c, 2.8d, 7.2b).

Rationale* New Curriculum for the THSON starting in Fall 2026

REQUIRED ATTACHMENTS

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

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

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

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding


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


Present or Projected Annual Enrollment* 240

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

If yes, what will the fee be? If no, please list N/A.* 0

Fee Justification* NA

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 59785

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Pathophysiology & Pharmacology II
Credit Hours	2
Lecture	2 (30 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students apply pathophysiology, pharmacokinetics, and pharmacodynamics to clinical decision-making related to diverse disease processes and therapeutic interventions, with an emphasis on safe, evidence-based, and person-centered care.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health		Compassionate Care
	Domain 4: Scholarship for Nursing Practice		Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
X	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice		Health Policy
	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
X	Domain 9: Professionalism		
	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & Essentials Alignment

1. Describe the actions, therapeutic uses, and common side effects of major medication classes, including drug-to-drug and drug-to-nutrient interactions related to medications covered in the course (1.2a, 1.3c).

2. Apply knowledge of pathophysiologic and pharmacologic principles to anticipate appropriate pharmacologic, nursing, and diagnostic interventions for selected health conditions (1.2a, 1.3c).
3. Integrate pathophysiologic and pharmacologic concepts to support clinical judgment and promote safe, evidence-based care across the lifespan for diverse groups of people (1.2a, 1.3a-c, 2.2e, 6.3a, 8.2c,d).
4. Identify how social determinants of health influence the clinical presentation of illness and medication adherence in diverse patient populations (2.1c, 2.8d, 7.2b).

Competency-Based Learning Activities			
Learner Outcome	Essentials: Domains & Concepts	Teaching Method	Learner Activity
1	Knowledge of Nursing Practice	EX/Q	<p><u>Assignment:</u> Next Gen Pharmacology Exam/Quiz:</p> <p><u>Activity:</u> Using unfolding case vignettes, students answer multiple response and matrix-type questions involving selecting appropriate medications, identifying contraindications, and predicting potential drug or nutrient interactions.</p>
	Clinical Judgment, Communication, EBP	DP, PR	<p><u>Assignment:</u> Medication Teaching - Small group assigned to discussion post assignment</p> <p><u>Activity:</u> Each student selects a unique medication from the provided list (no duplicates allowed) and writes a brief, patient-friendly explanation. Students then respond to two peers with suggestions to improve clarity and accuracy. The group must ensure every student receives at least two peer responses.</p>
2	Knowledge of Nursing Practice	EX/Q	<p><u>Assignment:</u> Next Gen Testing</p> <p><u>Activity:</u> Use scenarios across the lifespan using a mix of question formats - matrix, cloze, drag-and-drop- to support medication decisions with rationale.</p>
	Person-Centered Care	CS	<p><u>Assignment:</u> Unfolding Case Study Roundtables- Flipped Classroom- lecture video provided prior to class</p> <p><u>Activity:</u> Students come prepared with completed case study responses. In small groups, students discuss the scenarios- focusing on key pathophysiology, labs, medications, and nursing actions, and present care priorities to the class. Each group submits a summary of their case for sharing with the class.</p>
	Clinical Judgment, Communication, EBP	Game	<p><u>Assignment:</u> Patho-Pharm Interactive Matching Game - divide into teams - tools you can use are Kahoot, Quizlet, or other sponsored software at the institution.</p> <p><u>Activity:</u> Create a matching game that allow student to match disease processes to first-line drugs, monitoring needs and expected outcomes.</p>

Competency-Based Learning Activities			
3 & 4	Knowledge of Nursing Practice Patient Centered Care Informatics & Healthcare Technologies Clinical Judgment, Communication SDOH	A SR or DP	<p><u>Assignment</u>: Comparative Table - Across the Lifespan - Individual paper</p> <p><u>Activity</u>: Students compare medication considerations for one condition in the pediatric, adult, and older adult population.</p> <p><u>Assignment</u>: Self-Reflection or modify to a Discussion Post where small groups of students interact.</p> <p><u>Activity</u>: Think of a time - either in clinical practice or a hypothetical situation- when a patient's age affected how a medication should be administered.</p> <ol style="list-style-type: none"> 1. How would you explain or modify your teaching about the medication for a person with low literacy and visual impairment? 2. What referrals might you consider when supporting this patient? 3. How do SDOH influence your actions/teaching?

Teaching Methods

Assignment = A

Case Study = CS

Class Discussion = D

Discussion Post = DP

Exam = EX

Peer Review = PR

Quiz = Q

Self-Reflection = SR

Assessment Methods

Exams/Quizzes, Case Study, Game, Self-Reflection, Discussion Post, Peer Review

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 3400 - Evidence Informed Practice for Professional Nurses

2026-2027 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☒ Student Learning Outcomes
- ☐ Restrictions
- ☒ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

Department/School *

Tanner Health System School of Nursing

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

☒ Yes
☐ No

Is this a College of Education course? *

☐ Yes
☒ No

Is this a Department of Mass Communications course? *

☐ Yes
☒ No

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

☐ Yes
☒ No

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

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

NURS

Course Number* 3400

Course Title* Evidence Informed Practice for Professional Nurses

Long Course Title Evidence Informed Practice for Professional Nurses

Course Type - DO
NOT EDIT*

Nursing

Catalog Course
Description* This course introduces foundational principles of

evidence-informed nursing practice. Students learn to develop clinical questions, find and evaluate research, consider social determinants of health, and use informatics for data-driven decisions.

Prerequisites

Corequisites NURS 3100, NURS 3030, NURS 3021, NURS 3060

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

2

Grading*

Undergraduate Standard
Letter

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions Admission to Nursing Program

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

☐ Yes

☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0


Justification and Assessment

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

1. Describe the foundational principles of evidence-based practice, including the integration of research evidence, clinical expertise, patient/family values, and consideration of social determinants of health (1.2b,c, 1.3b, 4.1a-d, 4.2a, 4.3a-d, 10.2d, 10.3e).
2. Formulate clinical questions related to diagnosis, treatment, prognosis, or harm using PICOT format, and apply search strategies to locate and retrieve high-quality, ethically sound, and relevant evidence (1.2a-b, 4.1c,e,f, 4.2a-c, 8.3a).
3. Use information technology and basic research methods to retrieve and manage evidence from credible sources (8.1c, 8.3a,b, 8.5e).
4. Critically appraise research studies and evidence-based guidelines for quality, level of evidence, ethical soundness, and applicability to diverse clinical populations. (4.1b, 4.3c,d).
5. Propose a basic evidence-based practice project or quality improvement initiative that integrates evidence appraisal, data management, and systems-level considerations to equitably improve patient outcomes (1.2c, 3.3a, 3.5b, 4.1e, 4.2d,e, 5.1b, 7.2b, 7.3b).

Rationale* New Curriculum for the THSON starting in Fall 2026

REQUIRED ATTACHMENTS

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

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

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding


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


Present or Projected Annual Enrollment* 240

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

If yes, what will the fee be? If no, please list N/A.* 0

Fee Justification* NA

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 59229

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Evidence-Informed Practice for Professional Nurses
Credit Hours	2
Lecture	2 (30 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This course introduces foundational principles of evidence-informed nursing practice. Students learn to develop clinical questions, find and evaluate research, consider social determinants of health, and use informatics for data-driven decisions.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
	Domain 2: Person-Centered Care	X	Communication
X	Domain 3: Population Health	X	Compassionate Care
X	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
X	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice		Health Policy
X	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
	Domain 9: Professionalism		
	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essential's Alignment

1. Describe the foundational principles of evidence-based practice, including the integration of research evidence, clinical expertise, patient/family values, and consideration of social determinants of health (1.2b,c,1.3b, 4.1a-d, 4.2a, 4.3a-d,10.2d, 10.3e).
2. Formulate clinical questions related to diagnosis, treatment, prognosis, or harm using PICOT format, and apply search strategies to locate and retrieve high-quality, ethically sound, and relevant evidence (1.2a-b, 4.1c,e,f, 4.2a-c, 8.3a).

3. Use information technology and basic research methods to retrieve and manage evidence from credible sources (8.1c, 8.3a,b, 8.5e).
4. Critically appraise research studies and evidence-based guidelines for quality, level of evidence, ethical soundness, and applicability to diverse clinical populations. (4.1b, 4.3c,d).
5. Propose a basic evidence-based practice project or quality improvement initiative that integrates evidence appraisal, data management, and systems-level considerations to equitably improve patient outcomes (1.2c, 3.3a, 3.5b, 4.1e,4.2d,e, 5.1b, 7.2b, 7.3b).

Competency-Based Learning Activities			
Learner Outcome	Essentials: Domains & Concepts	Teaching Method	Learner Activity
1	Domain 1: Knowledge for Nursing Practice Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development	SR, SP CS	<u>Assignment:</u> Introductory Reflection on EBP <u>Activity:</u> Write a 1-page reflection discussing how nurse expertise, patient values, and population data shape a recent care decision in clinical (e.g., pressure injury prevention in ICU). <u>Assignment:</u> Interactive Case Study <u>Activity:</u> Analyze a case scenario and identify where and how research evidence, clinical expertise, patient values and SDOH influence decision-making.
2, 3	Domain 1: Knowledge for Nursing Practice Domain 4: Scholarship for Nursing Practice Domain 8: Informatics & Technology	Q, DB, PR	<u>Assignment:</u> PICOT Question & Database Search <u>Activity:</u> Quiz on PICOT question structure, etc. <u>Activity:</u> Develop a PICOT question on reducing 30-day readmissions in heart failure patients. Search CINAHL and PubMed using Boolean logic and filters and summarize 3 relevant peer-reviewed articles and submit to a discussion board. Respond to one peer w/feedback on PICOT. <u>Assignment:</u> Ethics Checkpoint <u>Activity:</u> for one selected article, evaluate and discuss ethical considerations (IRB approval, informed consent, population protection).
2,3	Domain 1: Knowledge for Nursing Practice Domain 4: Scholarship for Nursing Practice Domain 8: Informatics & Technology	SP, DB, PR DB	<u>Assignment:</u> Database Exploration Log <u>Activity:</u> Use institutional access to compare search efficiency and output from three databases (e.g., CINAHL, Cochrane, PubMed) for a topic related to your proposed Capstone Project. <u>Assignment:</u> Evidence Table Completion <u>Activity:</u> Create a draft evidence table from findings and post for peer feedback.

Competency-Based Learning Activities			
4	Domain 4: Scholarship for Nursing Practice Clinical Judgment, DEI, SDOH, Communication	SP D, PR	<u>Assignment:</u> Evidence Appraisal Table <u>Activity:</u> Appraise 4 studies on interventions to decrease catheter-associated UTIs. Identify study design, sample, outcomes, bias, and relevance to your Capstone proposal. <u>Assignment:</u> Clinical Relevance Small Group Discussion- In-class <u>Activity:</u> Present your appraisal findings in small groups and justify your assessment of evidence strength and relevance to clinical practice. Should the guideline be adopted? Any limitations? Population relevance?
5	Domain 1: Knowledge for Nursing Practice Domain 4: Scholarship for Nursing Practice Domain 7: Systems-Based Practice Domain 9: Professionalism	P, CC	<u>Assignment:</u> EBP Project Proposal Presentation <u>Activity:</u> Present a short video describing a proposed intervention for reducing alarm fatigue in the ICU, including rationale, evidence summary, affected population, outcome measure, and alignment with unit goals.

Teaching Methods Case Study = CS
 Class Discussion = D
 Discussion Board = DB
 Exam = EX
 Peer Review = PR
 Presentation = P
 Quiz = Q
 Self-Reflection = SR
 Scholarly Paper/Poster =

SP

Assessment Methods

Exams/Quizzes, Class Discussion, Peer Review, Presentation, Short Papers, Self-Reflection

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 4020 - Quality & Safety Science in Nursing Practice

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 4020

Course Title * Quality & Safety Science in Nursing Practice

Long Course Title Quality & Safety Science in Nursing Practice

Course Type *

Nursing

Catalog Course Description *

This course introduces foundational and advanced concepts in patient safety, quality improvement, and risk management. Students examine system-level factors, safety science, regulatory influences, and interprofessional collaboration to improve outcomes.

Emphasis is placed on data-informed decision-making, informatics, organizational culture, and evidence-based strategies to reduce risk and advance equity. Students apply quality improvement tools in real-world scenarios to strengthen leadership, communication, and systems thinking.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 0

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. * 0

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

Prerequisites

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions Admission to Nursing program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading*


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Describe foundational principles of patient safety, quality improvement, risk management, and upholding safety culture in nursing practice (5.1a, b, 5.2a, 5.3d, 7.1b, 7.2f, 8.1f, 8.3b).
2. Analyze system-level factors—including leadership, communication, and organizational culture— that influence healthcare quality and safety outcomes (5.2a, c, e, 5.3a, 5.3d, 7.1b-d, 7.2c-f, 8.1a, 8.3b, d-f, b, 8.4b-d, 8.5a).
3. Identify and evaluate evidence-based strategies to prevent medical errors and reduce risk in diverse clinical settings (4.1e, f, 5.1b-f, 5.2a-c,f, 5.3a).
4. Demonstrate the ability to participate in quality improvement efforts using quantitative and quantitative data, common tools and methods (e.g., PDSA, RCA, FMEA) (5.1d,g,h, 5.2a-f, 5.3a, 6.1b, 6.2a, 7.2f, 7.3b-c, 8.2b-e,8.3a, b, e, 8.4d, 9.3d).
5. Collaborate with peers and team members to design a basic quality improvement project aimed at improving patient outcomes (4.1e, 4.2d, 4.3b,d,5.1a,d-h, 5.2a-c, 6.1a-f, 6.2a-f, 6.3a-c,6.4a- d).

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* 240

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

If yes, what will the fee be?* 0

Fee Justification NA

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

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

University of West Georgia Tanner Health School of Nursing

Course Information

Course # Title	Quality and Safety Science in Nursing Practice
Credit Hours	2
Lecture	2 (30 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This course introduces foundational and advanced concepts in patient safety, quality improvement, and risk management. Students examine system-level factors, safety science, regulatory influences, and interprofessional collaboration to improve outcomes. Emphasis is placed on data-informed decision-making, informatics, organizational culture, and evidence-based strategies to reduce risk and advance equity. Students apply quality improvement tools in real-world scenarios to strengthen leadership, communication, and systems thinking.

	Domains Addressed in This Course		Concepts Addressed in This Course
	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
		X	Communication
	Domain 2: Person-Centered Care	X	Compassionate Care
	Domain 3: Population Health	X	Diversity, Equity & Inclusion (DEI)
X	Domain 4: Scholarship for Nursing Practice	X	Ethics
		X	Evidence-Based Practice (EBP)
X	Domain 5: Quality & Safety	X	Health Policy
X	Domain 6: Interprofessional Partnerships	X	Social Determinants of Health (SDOH)
X	Domain 7: Systems-Based Practice		
X	Domain 8: Informatics & Technology		
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Alignment

1. Describe foundational principles of patient safety, quality improvement, risk management, and upholding safety culture in nursing practice (5.1a, b, 5.2a, 5.3d, 7.1b, 7.2f, 8.1f, 8.3b).

2. Analyze system-level factors—including leadership, communication, and organizational culture—that influence healthcare quality and safety outcomes (5.2a, c, e, 5.3a, 5.3d, 7.1b-d, 7.2c-f, 8.1a, 8.3b, d-f, b, 8.4b-d, 8.5a).
3. Identify and evaluate evidence-based strategies to prevent medical errors and reduce risk in diverse clinical settings (4.1e, f, 5.1b-f, 5.2a-c,f, 5.3a).
4. Demonstrate the ability to participate in quality improvement efforts using quantitative and quantitative data, common tools and methods (e.g., PDSA, RCA, FMEA) (5.1d,g,h, 5.2a-f, 5.3a, 6.1b, 6.2a, 7.2f, 7.3b-c, 8.2b-e,8.3a, b, e, 8.4d, 9.3d).
5. Collaborate with peers and team members to design a basic quality improvement project aimed at improving patient outcomes (4.1e, 4.2d, 4.3b,d,5.1a,d-h, 5.2a-c, 6.1a-f, 6.2a-f, 6.3a-c,6.4a-d).

Competency Based Learner Activities			
Learner Outcome	Essentials: Domains & Concepts	Teaching Method	Learner Activity
1	Domain 1: Knowledge for Nursing Practice Domain 5: Quality & Safety Clinical Judgment Communication Compassionate Care EBP Diversity, Equity & Inclusion (DEI) Ethics	SR	<u>Assignment:</u> Capstone Foundation Reflection <u>Activity:</u> Write a personal reflection on a safety event (e.g., a sentinel event) and describe how a culture of safety applies. (option: Introduce your proposed Capstone focus e.g., pressure injuries).
2	Domain 5: Quality & Safety Domain 6: Interprofessional Partnerships Domain 7: Systems-Based Practice Domain 9: Professionalism Clinical Judgment Communication Compassionate Care Diversity, Equity & Inclusion (DEI) Ethics EBP	CS, P/DB	<u>Assignment:</u> Systems Assessment Summary <u>Activity:</u> Conduct a root cause analysis (RCA) of a delayed discharge that led to ED boarding. Interview staff and review handoff processes. Identify leadership communication and system bottlenecks contributing to the delay (option: connect findings to your Capstone's setting or problem).

2,3	Domain 5: Quality & Safety Domain 4: Scholarship for Nursing Practice Clinical Judgment Ethics EBP DEI	SP	<u>Assignment:</u> Literature Evidence Matrix <u>Activity:</u> Review 5 peer-reviewed articles evaluating - e.g. fall prevention bundles (or proposed Capstone area of interest) in med-surg units. Summarize key interventions (e.g., hourly rounding, bed alarms), reported outcomes (e.g., fall rate reduction), and level of evidence (option: for your Capstone proposal).
2,4	Domain 5: Quality & Safety Domain 6: Interprofessional Partnerships Domain 7: Systems-Based Practice Domain 8: Informatics & Technology Domain 9: Professionalism Clinical Judgment Communication Compassionate Care Diversity, Equity & Inclusion (DEI) Ethics EBP	SP, P	<u>Assignment:</u> Draft PDSA Cycle (option: for Capstone Project) <u>Activity:</u> Develop a PDSA cycle targeting improved - e.g. medication reconciliation accuracy at discharge, pressure injury incidence, etc. Set a SMART aim (e.g., reduce errors by 25% in 4 weeks), outline team roles, and define data points (e.g., number of reconciliations completed correctly).

2,4,5	Domain 4: Scholarship for Nursing Practice Domain 5: Quality & Safety Domain 6: Interprofessional Partnerships Communication Clinical Judgement Ethics EBP	SI, P, CC, PR	Assignment: Team Stakeholder Simulation (option: aligned with Capstone Proposed Project) Activity: In a simulated huddle, present your QI initiative (e.g., reducing pressure injury incidence, improving hand hygiene compliance in pediatrics). Receive peer feedback from simulated roles (nurse leader, infection control, tech) and revise your plan based on input about feasibility and interprofessional alignment.
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Teaching

Methods

Case

Study =

CS

Class

Discuss

ion = D

Clinical

= C

Competency Check-off = CC

Discussion

Board = DB

Exam = EX

Lecture = L

Online

Modules

= OM

Peer

Review =

PR Post-

conference = PC

Presentation = P

Quiz = Q

Self-Reflection

= SR

Simulation/Lab

= SI Scholarly

Paper/Poster =

SP

Assessment Methods

Exams/Quizzes, Competency Checkoffs, Scholarly Paper, Self-Reflection, Discussion Board, Peer Review, Case Study, Presentation

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 4022 - Person-Centered Care III: Family-Centered Care Across the Lifespan

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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

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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 *

NURS

Course Number * 4022

Course Title * Person-Centered Care III: Family-Centered Care Across the Lifespan

Long Course Title Person-Centered Care III: Family-Centered Care Across the Lifespan

Course Type *

Nursing

Catalog Course Description * Students apply evidence-based nursing knowledge to deliver holistic, developmentally appropriate care to children and families. The course emphasizes growth and development, management of acute and chronic pediatric conditions, and the development of collaborative partnerships with families to support health, resilience, and overall well-being. Emphasis is placed on promoting physiologic birth, managing complications, providing newborn care, and delivering culturally sensitive, family-centered care in collaboration with the healthcare team.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 1

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions Admission to Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading*


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Incorporate theoretical and empirical knowledge from the liberal arts, sciences, and nursing foundations - including health assessment, pathophysiology, and pharmacology—to inform clinical reasoning and patient care decisions (1.1b, 1.2a, 1.3b, 3.1g, 3.2b–c, 3.3a– b).
2. Apply the nursing process, clinical judgment, and evidence-based practice to plan, implement, and evaluate safe, holistic, and individualized care to children and families with acute and chronic conditions, incorporating mutually determined goals (1.3a–c, 2.2e, 2.4a–e, 2.5a–g, 2.6d, 2.7a–c, 5.1a,c, 9.2b–c).
3. Integrate developmental, cultural, and family-centered considerations into care planning and delivery, addressing the unique needs of infants through adolescents (1.2a–b, 1.3a–c, 2.4a–e, 2.5c, 8.1a, 8.3c).
4. Establish therapeutic relationships and communicate effectively using professional, therapeutic, and developmentally appropriate communication strategies across multiple modalities to collaborate with patients, families, caregivers, and the healthcare team (2.2b–d, 2.3b–g, 2.6b, 6.1b,e,f, 9.2f–g, 9.5c, 9.6a–b).
5. Use developmentally appropriate teaching and learning strategies to support health literacy, self-care, and shared decision-making with patients and families experiencing acute and chronic health conditions (1.3b–c, 2.2b,e, 2.8a–c, 2.9e, 8.3c).
6. Evaluate the impact of social determinants of health (SDOH), values, and personal and societal biases on the presentation, treatment, and outcomes of pediatric patients and their families, advocating for equity, inclusion, and culturally responsive care (2.1a–c, 7.2b, 9.2e, 9.3a,g, 9.4a, 9.5c, 9.6a–c).
7. Evaluate principles of health promotion, illness prevention, and social determinants of health to reduce risks and improve wellness for childbearing women, infants, and their communities (2.5d, 2.8c).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus*  I have attached the REQUIRED syllabus.


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


Present or Projected Annual Enrollment* 240

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

If yes, what will the fee be?* 150

Fee Justification Lab fees

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Person-Centered Care III: Family-Centered Care Across the Lifespan
Credit Hours	3
Lecture	2 (30 contact hours)
Clinical	
Simulation	1 (30 contact hours)
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students apply evidence-based nursing knowledge to deliver holistic, developmentally appropriate care to children and families. The course emphasizes growth and development, management of acute and chronic pediatric conditions, and the development of collaborative partnerships with families to support health, resilience, and overall well-being. Emphasis is placed on promoting physiologic birth, managing complications, providing newborn care, and delivering culturally sensitive, family-centered care in collaboration with the healthcare team.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
		X	Communication
X	Domain 2: Person-Centered Care	X	Compassionate Care
	Domain 3: Population Health	X	Diversity, Equity & Inclusion (DEI)
	Domain 4: Scholarship for Nursing Practice	X	Ethics
		X	Evidence-Based Practice (EBP)
X	Domain 5: Quality & Safety		Health Policy
X	Domain 6: Interprofessional Partnerships	X	Social Determinants of Health (SDOH)
X	Domain 7: Systems-Based Practice		
X	Domain 8: Informatics & Technology		
X	Domain 9: Professionalism		
	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

1. Incorporate theoretical and empirical knowledge from the liberal arts, sciences, and nursing foundations—including health assessment, pathophysiology, and pharmacology—to inform clinical reasoning and patient care decisions (1.1b, 1.2a, 1.3b, 3.1g, 3.2b-c, 3.3a-b).

2. Apply the nursing process, clinical judgment, and evidence-based practice to plan, implement, and evaluate safe, holistic, and individualized care to children and families with acute and chronic conditions, incorporating mutually determined goals (1.3a-c, 2.2e, 2.4a-e, 2.5a-g, 2.6d, 2.7a-c, 5.1a,c, 9.2b-c).
3. Integrate developmental, cultural, and family-centered considerations into care planning and delivery, addressing the unique needs of infants through adolescents (1.2a-b, 1.3a-c, 2.4a-e, 2.5c, 8.1a, 8.3c).
4. Establish therapeutic relationships and communicate effectively using professional, therapeutic, and developmentally appropriate communication strategies across multiple modalities to collaborate with patients, families, caregivers, and the healthcare team (2.2b-d, 2.3b-g, 2.6b, 6.1b,e,f, 9.2f-g, 9.5c, 9.6a-b).
5. Use developmentally appropriate teaching and learning strategies to support health literacy, self-care, and shared decision-making with patients and families experiencing acute and chronic health conditions (1.3b-c, 2.2b,e, 2.8a-c, 2.9e, 8.3c).
6. Evaluate the impact of social determinants of health (SDOH), values, and personal and societal biases on the presentation, treatment, and outcomes of pediatric patients and their families, advocating for equity, inclusion, and culturally responsive care (2.1a-c, 7.2b, 9.2e, 9.3a,g, 9.4a, 9.5c, 9.6a-c).
7. Evaluate principles of health promotion, illness prevention, and social determinants of health to reduce risks and improve wellness for childbearing women, infants, and their communities (2.5d, 2.8c).

Competency Based Learner Activities			
Learner Outcome	Essentials Domains & Concepts	Teaching Method	Learner Activity
1	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Clinical Judgment	EX/Q CS	Next Gen questions <u>Assignment:</u> Unfolding Pediatric Case Study- Group Discussion- students receive case study prior to class and begin filling in information; short lecture presentation (< 15”) related to the case. <u>Activity:</u> Case study of a child with a chronic illness, linking relevant pathophysiology, assessment data, laboratory, diagnostic, and pharmacology to nursing care decisions.
2	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Clinical Judgment Evidence-Based Practice SDOH DEI	SI C and PC SP	<u>Assignment:</u> Pediatric Respiratory Distress <u>Activity:</u> Students engage in a high-fidelity simulation involving an infant and a school-age child in respiratory distress. Using the nursing process, they assess, intervene, and evaluate care. A guided debrief explores developmental differences, family-centered care, and contrasts in management and communication for each age group. <u>Assignment:</u> Pediatric Care Plan <u>Activity:</u> Select a pediatric patient from clinical and complete a nursing care plan that incorporates developmental stage, pathophysiology pharmacology and family goals. Discuss the plan and outcomes of care in post conference with peer/faculty feedback. <u>Assignment:</u> Evidence-Based Practice Poster- create a template for student use- e.g., definition, epidemiology/prevalence, common age of onset, pathophysiology diagram with bulleted explanation, common S&S, complications to watch for, medications & intervention management, family-centered & developmental considerations. <u>Activity:</u> Create a poster on a pediatric chronic condition- asthma, sickle cell disease, inflammatory bowel disease, epilepsy, CF, MD, cancers etc.- focused on nursing management and integration of current EBP guidelines.

Competency Based Learner Activities			
3	<p>Domain 1 Knowledge for Nursing Practice</p> <p>Domain 2: Person- Centered Care</p> <p>Domain 8: Informatics and Healthcare Technologies</p> <p>Clinical Judgment Communication Compassionate Care DEI Ethics SDOH</p>	<p>EX/Q A</p> <p>C, SR, PC</p>	<p><u>Activity:</u> Next Gen questions or HESI assigned areas for review</p> <p><u>Assignment:</u> Developmental Milestones Assessment - Individual</p> <p><u>Activity:</u> Using standardized tools, observe or assess a pediatric patient's developmental milestones and compare findings to expected norms, adjusting care interventions as needed.</p> <p><u>Assignment:</u> Self-Reflection Cultural Care</p> <p><u>Activity:</u> Describe a patient encounter where cultural or family beliefs influenced care decisions. Explain how care was modified to align with the family's values, needs, and expectations.</p> <ul style="list-style-type: none"> • Describe the encounter. • How did you respond to the cultural or family beliefs expressed by the child or family? • How was the plan of care modified to respect the child or family needs? • What was the outcome of the care provided? • What did you learn about the importance of cultural and family-centered care?
4	<p>Domain 1: Knowledge for Nursing Practice</p> <p>Domain2: Person- Centered Care</p> <p>Clinical Judgment Communication</p>	<p>C</p> <p>A</p>	<p><u>Assignment:</u> Family-Centered Bedside Handoff- faculty create an evaluation tool- students view prior to clinical.</p> <p><u>Activity:</u> Students practice bedside reporting with families using SBAR and teach-back techniques. Faculty evaluate for clarity, professionalism, and inclusion of family concerns (grading rubric below).</p> <p><u>Assignment:</u> Pediatric Teaching Tool</p> <p><u>Activity:</u> Design a developmentally appropriate tool - comic, picture board, game- to explain a procedure or diagnosis to a school-age child with ADHD and submit a rationale for its use.</p>

Competency Based Learner Activities			
5	Domain 1: Knowledge for Nursing Practice Domain2: Person- Centered Care Clinical Judgment Communication DEI SDOH Ethics	CS	Assignment: Unfolding Pediatric Case Study- Group Discussion- students receive case study prior to class and begin filling in information; short lecture presentation (< 15”) related to the case <u>Activity</u> : Case study of a child with a chronic illness, linking relevant pathophysiology, assessment data, laboratory, diagnostic, and pharmacology to nursing care decisions. Components of ethics, DEI, and SDOH can be integrated into case study.

Teaching Methods

Assignment = A (paper)

Care Plan = CP

Case Study = CS

Class Discussion = D

Clinical = C

Competency Check-off = CC

Discussion Board = DB

Exam = EX

Peer Review = PR

Post-conference = PC

Presentation = P

Quiz = Q

Self-Reflection = SR

Simulation/Lab = SI

Scholarly Paper/Poster = SP

Assessment Methods

Exams/quizzes, case study, lecture, post-conference, clinical, self-reflection, paper

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

Clinical: Evaluation Criteria for Bedside Reporting with SBAR & Teach-Back

1. SBAR Framework Use (Situation, Background, Assessment, Recommendation)
 - Clearly follows SBAR structure
 - Accurately communicates relevant patient information
 - Includes concise and organized content
2. Teach-Back Technique
 - Uses teach-back appropriately to confirm family understanding
 - Responds effectively to any confusion or questions
 - Encourages family engagement
3. Clarity and Professionalism
 - Uses clear, respectful, and professional language
 - Maintains appropriate tone and body language
 - Demonstrates confidence and active listening
4. Inclusion of Family Concerns
 - Actively invites and addresses family questions or concerns
 - Acknowledges family observations and preferences in the report
 - Demonstrates empathy and cultural sensitivity
5. Communication Skills
 - Maintains eye contact and appropriate nonverbal communication
 - Avoids jargon or explains terms clearly
 - Adjusts communication based on family's literacy or comprehension level

Grading Rubric

	Exceeds Expectations	Meets Expectations	Needs Improvement
SBAR Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach-Back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity & Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Concerns Included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Communication Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NURS - 4023 - Person-centered Care IV: Transition to Professional Nursing Practicum

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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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 *

NURS

Course Number * 4023

Course Title * Person-centered Care IV: Transition to Professional Nursing Practicum

Long Course Title Person-centered Care IV: Transition to Professional Nursing Practicum

Course Type *

Nursing

Catalog Course Description * This immersive clinical practicum serves as the culminating experience of the nursing program, where students function as competent, practice-ready nurses. Through direct patient care, leadership, clinical judgment, teamwork, and reflective practice, students synthesize prior learning to deliver safe, evidence-based, and person-centered care. Emphasis is on the transition to professional nursing practice, readiness for licensure, and entry into the workforce.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 6

Credit Hrs * 8

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites

Concurrent

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions Admission to the Nursing program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading*


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Uphold ethical, legal, and professional standards in clinical practice, including data security, confidentiality, and regulatory compliance (8.1c, 8.2c, 8.3a,c, 8.5c, 9.1a,c,f, 9.2g, 9.3c).
2. Apply evidence-based, holistic nursing care using critical thinking and clinical judgment to assess, plan, implement, and evaluate care across diverse populations and levels of complexity (2.1a-b, 2.4a,c,e, 2.5c-g, 2.7a-c, 4.a-e).
3. Coordinate and manage comprehensive nursing care for individuals, families, and groups with evolving and complex health needs across care settings (2.9a-e, 6.2a,c,e, 6.3c, 6.4d, 8.3a,c).
4. Promote health and provide patient education that reflects developmental stage, culture, spirituality, health literacy, and patient preferences (2.2b, 2.8b-e).
5. Demonstrate leadership, collaboration, and organizational skills to support effective team- based care, professional development, and care continuity (6.2a-c,e, 6.4d, 7.3a, 10.3c- f,h).
6. Integrate nursing research and interdisciplinary knowledge from the sciences and humanities to inform and enhance nursing practice (1.2a-b, 1.3b,c, 4a-e).
7. Demonstrate readiness for entry into professional nursing practice by synthesizing knowledge, clinical judgment, and test-taking strategies in preparation for the NCLEX-RN licensure exam (9.5d,e, 10.2a-d).

REQUIRED ATTACHMENTS

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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

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

If yes, what will the 100
fee be? *

Fee Justification Lab fees

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Person-centered Care IV: Transition to Professional Nursing Practicum
Credit Hours	8
Lecture	2 (30)
Clinical	5 (150 contact hours)
Seminar	1(30 contact hours)
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This immersive clinical practicum serves as the culminating experience of the nursing program, where students function as competent, practice-ready nurses. Through direct patient care, leadership, clinical judgment, teamwork, and reflective practice, students synthesize prior learning to deliver safe, evidence-based, and person-centered care. Emphasis is on the transition to professional nursing practice, readiness for licensure, and entry into the workforce.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health		Compassionate Care
	Domain 4: Scholarship for Nursing Practice		Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
X	Domain 7: Systems-Based Practice		Health Policy
X	Domain 8: Informatics & Technology		Social Determinants of Health (SDOH)
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

1. Uphold ethical, legal, and professional standards in clinical practice, including data security, confidentiality, and regulatory compliance (8.1c, 8.2c, 8.3a,c, 8.5c, 9.1a,c,f, 9.2g, 9.3c).
2. Apply evidence-based, holistic nursing care using critical thinking and clinical judgment to assess, plan, implement, and evaluate care across diverse populations and levels of complexity (2.1a-b, 2.4a,c,e, 2.5c-g, 2.7a-c, 4.a-e).
3. Coordinate and manage comprehensive nursing care for individuals, families, and groups with evolving and complex health needs across care settings (2.9a-e, 6.2a,c,e, 6.3c, 6.4d, 8.3a,c).
4. Promote health and provide patient education that reflects developmental stage, culture, spirituality, health literacy, and patient preferences (2.2b, 2.8b-e).
5. Demonstrate leadership, collaboration, and organizational skills to support effective team-based care, professional development, and care continuity (6.2a-c,e, 6.4d, 7.3a, 10.3c-f,h).
6. Integrate nursing research and interdisciplinary knowledge from the sciences and humanities to inform and enhance nursing practice (1.2a-b, 1.3b,c, 4a-e).
7. Demonstrate readiness for entry into professional nursing practice by synthesizing knowledge, clinical judgment, and test-taking strategies in preparation for the NCLEX-RN licensure exam (9.5d,e, 10.2a-d).

Competency-Based Learning Activities

Note: At this stage, students are functioning at the synthesis and application level of competence. Course objectives are primarily evaluated through direct clinical performance, with a strong emphasis on demonstrating readiness for professional practice and licensure. To support this, the course includes fewer structured assignments and instead prioritizes meaningful, reflective activities that promote clinical reasoning and self-assessment. The focus is on applying knowledge in varied care environments, refining professional judgment, and preparing for the NCLEX-RN through clinical immersion and targeted review.

Competency Based Learning Activities			
Learner Outcome	Essentials Domain & Concept	Teaching Method	Learner Activity
1	Professionalism Personal, Professional, and Leadership Development Ethics Communication	SR	<p><u>Assignment:</u> Professionalism Reflection <u>Activity:</u> Students complete a structured reflection on how they demonstrated professionalism during their clinical experience, providing exemplars.</p> <ul style="list-style-type: none"> • How have you applied ethical principles in your decision-making (social justice, autonomy, beneficence)? • What professional values guided your behavior? • Were there instances when you had to advocate for your patient/family? • Did you encounter any conflict or miscommunication? How did you handle this professionally? • How have these experiences shaped your understanding of what it means to practice with professionalism?
3	Professionalism Personal, Professional, and Leadership Development Clinical Judgment Ethics Communication	SR	<p><u>Assignment:</u> Leading Roles <u>Activity:</u> Students assume the role of collaborating with the charge nurse during the clinical experience, allowing them to experience leadership, delegation, and team communication from a unit-level perspective. Compare the distinction between skill sets- coordination, prioritization, and interprofessional collaboration.</p> <ul style="list-style-type: none"> • Compare and contrast the responsibilities and decision making between direct care and charge nurse role. • What leadership and communication strategies did you use or observe? • How did you approach delegation, and what factors influenced your decisions? • What challenges did you face in this role and what skills do you need to strengthen?

Competency Based Learning Activities			
7	Professionalism Personal, Professional, and Leadership Development Clinical Judgment	E, EX	<p><u>Assignment:</u> Assessing Achievement of Program Outcomes</p> <p><u>Activity:</u> Students will complete an evaluation of their level of meeting the end of program outcomes, providing exemplars that support their attainment and readiness for professional practice.</p> <p><u>Assignment:</u> Assessing Readiness for NCLEX</p> <p><u>Activity:</u> Students will complete the HESI Exit Exam and participate in a comprehensive NCLEX Review to reinforce core nursing concepts and enhance test-taking skills. Students below the 850 level will be provided remediation in identified weak areas using review tools - adaptive quizzes or targeted modules.</p>

Teaching Methods

Clinical = C

Evaluation = E

Self-Reflection = SR

Exam (HESI)= EX

Assessment Methods

Exam, Clinical, Evaluation Tool, Self-Reflection

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 4030 - Population, Public & Community Health Nursing

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 4030

Course Title * Population, Public & Community Health Nursing

Long Course Title Population, Public & Community Health Nursing

Course Type *

Nursing

Catalog Course Description * Students are prepared to deliver population-focused, preventive care through immersive clinical experiences with marginalized populations in global, regional, or local settings. They explore how social, cultural, political, and economic factors influence health outcomes.

Students examine public health systems, culturally responsive care, and community engagement strategies to promote health equity, along with key concepts in health promotion, disease prevention, and the impact of social determinants of health.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 2

Lab Hrs * 1

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites

Concurrent

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions Admission to the Nursing Program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading* Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Explore the nurse's role in addressing social, cultural, political, and economic factors that influence health outcomes and contribute to inequities across populations (Essentials 1.1b– d, 1.2a–c, 2.3f, 3.1g,h, 5.1a; 9.3g, 9.5a–b, 7.2b, 9.6a,c).
2. Develop and deliver culturally responsive care strategies aimed at reducing inequities for vulnerable populations in diverse communities by integrating clinical and ethical reasoning, evidence-informed practice, and the nursing process to address identified health needs and evaluate outcomes (Essentials 1.3a-c, 2.2b,d,f, 2.4a-d, 2.5a-d,g, 3.1f,g, 3.2c, 7.2b, 7.3b, 8.3d, 9.2d).
3. Analyze current health policies impacting population health, synthesize evidence to evaluate their effects, and advocate for policy changes that promote health equity and community well-being. (Essentials 1.2a,c, 3.4a-e, 3.5e, 7.2d, 9.4a,c, 10.3i).
4. Analyze population-level data to inform and implement responsive strategies that address health policy and emerging public health challenges, including environmental events, disasters, and pandemics (Essentials 3.1d, 3.4a–e; 3.5a,d,e; 3.6a–e; 4.1b; 5.1a,f–h; 6.2a; 6.4d, 7.1d,8.1c, 8.3a, 8.4a,8.5e)

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* 240

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

If yes, what will the fee be?* 0

Fee Justification NA

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Population, Public and Community Health Nursing
Credit Hours	3
Lecture	2 (30 contact hours)
Clinical	1 (30 contact hours)
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

Students are prepared to deliver population-focused, preventive care through immersive clinical experiences with marginalized populations in global, regional, or local settings. They explore how social, cultural, political, and economic factors influence health outcomes. Students examine public health systems, culturally responsive care, and community engagement strategies to promote health equity, along with key concepts in health promotion, disease prevention, and the impact of social determinants of health.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
		X	Communication
X	Domain 2: Person-Centered Care	X	Compassionate Care
X	Domain 3: Population Health	X	Diversity, Equity & Inclusion (DEI)
	Domain 4: Scholarship for Nursing Practice	X	Ethics
		X	Evidence-Based Practice (EBP)
X	Domain 5: Quality & Safety	X	Health Policy
X	Domain 6: Interprofessional Partnerships	X	Social Determinants of Health (SDOH)
	Domain 7: Systems-Based Practice		
X	Domain 8: Informatics & Technology		
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and		
X	Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

- 1 Explore the nurse's role in addressing social, cultural, political, and economic factors that influence health outcomes and contribute to inequities across populations (Essentials 1.1b-d, 1.2a-c, 2.3f, 3.1g,h, 5.1a; 9.3g, 9.5a-b, 7.2b, 9.6a,c).

- 2 Develop and deliver culturally responsive care strategies aimed at reducing inequities for vulnerable populations in diverse communities by integrating clinical and ethical reasoning, evidence-informed practice, and the nursing process to address identified health needs and evaluate outcomes (*Essentials 1.3a-c, 2.2b,d,f, 2.4a-d, 2.5a-d,g, 3.1f,g, 3.2c, 7.2b, 7.3b, 8.3d, 9.2d*).
- 3 Analyze current health policies impacting population health, synthesize evidence to evaluate their effects, and advocate for policy changes that promote health equity and community well-being. (*Essentials 1.2a,c, 3.4a-e, 3.5e, 7.2d, 9.4a,c, 10.3i*).
- 4 Analyze population-level data to inform and implement responsive strategies that address health policy and emerging public health challenges, including environmental events, disasters, and pandemics (*Essentials 3.1d, 3.4a-e; 3.5a,d,e; 3.6a-e; 4.1b; 5.1a,f-h; 6.2a; 6.4d, 7.1d,8.1c, 8.3a, 8.4a,8.5e*)

Competency-Based Learning Activities			
Learner Outcome	Essentials: Domains & Concepts	Teaching Method	Learner Activity
1,2	<p>Domain 1: Knowledge for Nursing Practice</p> <p>Domain 2: Person Centered care</p> <p>Domain 3: Population Health</p>	CC, C and / or SI	<p>Assignment: SDOH Screening Role Play</p> <p>Activity: Students role-play a nurse conducting an SDOH screening during a home or clinic visit. They identify barriers, communicate with empathy, and plan appropriate nurse-led interventions (i.e. education, resource coordination).</p> <p><i>Example:</i> Assess a patient with uncontrolled diabetes/ COPD/ CHF/mental health concerns/etc. facing food insecurity and transportation issues. Identify resources, educate the patient, and collaborate with the care team to propose solutions to reduce barriers and promote adherence.</p>
2,3,4	<p>Domain 3: Population Health</p> <p>Domain 7: Systems-Based Practice</p> <p>Domain 8: Informatics & Technology</p>	SP, P	<p>Assignment: Health Equity</p> <p>Activity: Students design an intervention targeting a health inequity in a specific community, incorporating policy considerations and culturally appropriate strategies.</p> <p><i>Example:</i> The need for telehealth in a rural community with limited bandwidth for video-visits to reduce “no show rates” (Addresses health policy, the digital divide, SDOH) - may require short-term - initial telephone intake; policy advocacy efforts to secure funding for community internet, etc.</p>
3.4	<p>Domain 3: Population Health</p> <p>Domain 7: Systems-Based Practice</p> <p>Domain 8: Informatics & Technology</p>	SP, P, PR, D	<p>Assignment: Policy Brief Paper / Presentation</p> <p>Activity: Prepare a policy brief on a current public health issue, evaluating its impact and recommending nursing roles in advocacy and implementation.</p> <p><i>Example:</i> Write a one-page brief and present to a (peer) “team of legislators” on maternal mortality disparities in the U.S., recommending nurse-led prenatal education and community outreach strategies. Debrief with class discussion.</p>

Competency-Based Learning Activities			
3,4	Domain 3: Population Health Domain 5: Quality & Safety Domain 6: Interprofessional Partnerships	CC, SI	<u>Assignment:</u> Simulated Disaster Response <u>Activity:</u> Participate in a simulated disaster response scenario focusing on triage, resource allocation, and community coordination. <i>Example:</i> Assume the role of a triage nurse during a simulated hurricane evacuation, prioritizing care, coordinating with EMS, and communicating with displaced families.

Teaching

Methods
Case Study =
CS
Class
Discuss
ion = D
Clinical = C
Competency
Check-off = CC
Discussion
Board = DB
Exam =
EX
Lecture
= L
Online
Modules
= OM
Peer
Review =
PR Post-conference = PC
Presentation = P
Quiz = Q
Self-Reflection
= SR
Simulation/Lab
= SI Scholarly
Paper/Poster =
SP

Assessment Methods

Exams/Quizzes, Simulation, Competency Checkoffs, Peer-Review, Self-Reflection, Scholarly Paper, Class Discussion, Presentation, Clinical

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 4040 - Capstone in Professional Role Formation

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

 Course Number * 4040

Course Title * Capstone in Professional Role Formation

Long Course Title Capstone in Professional Role Formation

Course Type *

Nursing

Catalog Course Description * This final course prepares BSN students for practice through a faculty-guided, preceptor-supported capstone. Students identify a clinical problem and design, implement, and evaluate an evidence-based solution. Focus areas include leadership, interprofessional collaboration, informatics, and social determinants of health to improve quality, safety, and equity. Students apply population health principles, demonstrate AACN Essentials competencies, and reflect on their growth as nurse leaders.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions Admission to the Nursing Program

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

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

Status * ☒ Active-Visible ☐ Inactive-Hidden

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

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

Grading *

Undergraduate Standard Letter


Justification and Assessment

Rationale * New Curriculum for the THSON starting in Fall 2026

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

1. Identify a clinical practice problem through observation, clinical judgement, and collaboration with a preceptor that addresses safety, quality, or equity (1.1a-b,d, 1.2b, 1.3b-c; 2.4c; 3.5a; 4.1d-g; 4.3d, 5.1a; 8.3d, 9.1a).
2. Assess the population or system-level factors of a target population, including SDOH, policy, using real-world data, that influence health outcomes related to the project topic (1.2c, 2.3f, 2.8d, 3.1a- e,h,i, 3.3a, 3.4b, 4.1e, 4.3d, 7.1b-d, 7.2a-f, 7.3b-d, 8.1a,c, 9.2d-e, 9.3g, 9.6a).
3. Evaluate relevant resources, health policies, barriers, and evidence-based interventions that inform potential person-centered solutions and outcomes (1.2a, 1.3b-c, 2.5b-g, 3.1e, 3.4b,e, 4.2c, 5.1b,f, 5.2a,f, 6.4a,d, 7.1c,d, 7.2a-f, 7.3d, 8.2c, 8.3d,9.1g, 9.2d,e).
4. Design and implement a feasible, evidence-informed project plan incorporating SDOH using quantifiable outcomes, interprofessional collaboration, and informatics tools (2.2c,e, 2.4e, 2.5a,c-g, 2.9b, 3.1f-g, 3.3b, 4.2d,e, 5.1f,h, 6.3a-b, 6.4d, 7.3b-d, 8.1a,c,f, 8.3b,c, 8.4c,d, 8.5c).
5. Synthesize, evaluate, and present the Capstone project, demonstrating leadership, scholarship, and innovation through use of quality metrics, informatics tools, and outcome analysis (4.2d-e, 5.1c-g, 6.1a,8.3a,b,e, 7.3b, 8.4d, 9.1b; 9.2g, 9.3d, 10.2b-d; 10.3c,e,h,i).

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* 240

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

If yes, what will the fee be?* 0
 331

Fee Justification NA

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Capstone in Professional Role Formation
Credit Hours	3
Lecture	(45 contact hours)
Clinical	
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This final course prepares BSN students for practice through a faculty-guided, preceptor-supported capstone. Students identify a clinical problem and design, implement, and evaluate an evidence-based solution. Focus areas include leadership, interprofessional collaboration, informatics, and social determinants of health to improve quality, safety, and equity. Students apply population health principles, demonstrate AACN Essentials competencies, and reflect on their growth as nurse leaders.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
X	Domain 3: Population Health	X	Compassionate Care
X	Domain 4: Scholarship for Nursing Practice	X	Diversity, Equity & Inclusion (DEI)
X	Domain 5: Quality & Safety	X	Ethics
X	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
X	Domain 7: Systems-Based Practice	X	Health Policy
X	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
X	Domain 9: Professionalism		
X	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

1. Identify a clinical practice problem through observation, clinical judgement, and collaboration with a preceptor that addresses safety, quality, or equity (1.1a-b,d, 1.2b, 1.3b-c; 2.4c; 3.5a; 4.1d-g; 4.3d, 5.1a; 8.3d, 9.1a).

2. Assess the population or system-level factors of a target population, including SDOH, policy, using real-world data, that influence health outcomes related to the project topic (1.2c, 2.3f, 2.8d, 3.1a-e,h,i, 3.3a, 3.4b, 4.1e, 4.3d, 7.1b-d, 7.2a-f, 7.3b-d, 8.1a,c, 9.2d-e, 9.3g, 9.6a).
3. Evaluate relevant resources, health policies, barriers, and evidence-based interventions that inform potential person-centered solutions and outcomes (1.2a, 1.3b-c, 2.5b-g, 3.1e, 3.4b,e, 4.2c, 5.1b,f, 5.2a,f, 6.4a,d, 7.1c,d, 7.2a-f, 7.3d, 8.2c, 8.3d,9.1g, 9.2d,e).
4. Design and implement a feasible, evidence-informed project plan incorporating SDOH using quantifiable outcomes, interprofessional collaboration, and informatics tools (2.2c,e, 2.4e, 2.5a,c-g, 2.9b, 3.1f-g, 3.3b, 4.2d,e, 5.1f,h, 6.3a-b, 6.4d, 7.3b-d, 8.1a,c,f, 8.3b,c, 8.4c,d, 8.5c).
5. Synthesize, evaluate, and present the Capstone project, demonstrating leadership, scholarship, and innovation through use of quality metrics, informatics tools, and outcome analysis (4.2d-e, 5.1c-g, 6.1a,8.3a,b,e, 7.3b, 8.4d, 9.1b; 9.2g, 9.3d, 10.2b-d; 10.3c,e,h,i).

Competency-Based Learning Activities			
Learner Outcome	Essentials Domains & Concepts	Teaching Method	Learner Activity
1	Domain 1: Knowledge for Nursing Practice Domain 4: Scholarship for Nursing Practice Domain 5: Quality & Safety Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development	SP C, PC	<p><u>Assignment:</u> Project Proposal & Approval Form <u>Activity:</u> Submit a written project proposal outlining the practice issue, target population, and evidence-based rationale. <i>Example:</i> Propose a handoff communication improvement project for night shift nurses in a med-surg unit.</p> <p><u>Assignment:</u> Clinical Observation Summary <u>Activity:</u> Observe clinical workflows and summarize key safety or quality gaps with preceptor input. <i>Example:</i> Identify delayed response times during rapid response activation and workflow breakdowns.</p>
2	Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 4: Scholarship for Nursing Practice Domain 7: Systems-Based Practice Domain 8: Informatics & Technology	DB SR	<p><u>Assignment:</u> Needs Assessment Discussion Board with SDOH & Data Analysis (may align with “Capstone Proposed Project”) <u>Activity:</u> Conduct a structured needs assessment using population health and informatics data. <i>Example:</i> Use EMR data to analyze fall risk patterns among elderly patients with housing instability.</p> <p><u>Assignment:</u> Stakeholder Interview Reflection (may align with “Capstone Proposed Project”) <u>Activity:</u> Interview a team member or community leader about barriers to care or systemic gaps. <i>Example:</i> Interview a social worker about follow-up barriers for discharged patients without primary care access.</p>

Competency-Based Learning Activities			
3	Domain 4: Scholarship for Nursing Practice	SP	<u>Assignment:</u> Literature Review Matrix (may align with “Capstone Proposed Project”) <u>Activity:</u> Complete a matrix summarizing current research on related interventions. <i>Example:</i> Compare evidence on bedside rounding to reduce communication errors in acute care settings.
	Domain 5: Quality & Safety Domain 7: Systems-Based Practice Domain 8: Informatics & Technology Domain 9: Professionalism	P, SP	
4	Domain 2: Person-Centered Care	C, CC	<u>Assignment:</u> Capstone Implementation Plan <u>Activity:</u> Collaboratively develop and carry out a project such as an educational module, data dashboard, or team workflow update. <i>Example:</i> Design a pressure injury prevention education module for CNAs and administer a pre/post knowledge survey.
	Domain 4: Scholarship for Nursing Practice Domain 5: Quality & Safety Domain 6: Interprofessional Partnerships Domain 10: Personal, Professional, and Leadership Development	SP	

Competency-Based Learning Activities			
5	Domain 4: Scholarship for Nursing Practice	SP	<u>Assignment:</u> Evaluation Report <u>Activity:</u> Submit a written summary analyzing measurable outcomes and lessons learned. <i>Example:</i> Report on reduced fall rates following implementation of a new rounding protocol and reflection on lessons learned as project lead. <u>Assignment:</u> Capstone Poster & Reflection <u>Activity:</u> Present findings in a scholarly poster and submit a leadership growth reflection. <i>Example:</i> Share your poster at a hospital QI meeting and reflect on confidence gained in leading system change.
	Domain 5: Quality & Safety		
	Domain 6: Interprofessional Partnerships	SP, SR	
	Domain 8: Informatics & Technology		
	Domain 10: Personal, Professional, and Leadership Development		

Teaching Methods

Case Study = CS

Class Discussion = D

Clinical = C

Competency Check-off = CC

Discussion Board = DB

Exam = EX

Lecture = L

Peer Review = PR

Post-conference = PC

Presentation = P

Quiz = Q

Self-Reflection = SR

Simulation/Lab = SI Scholarly

Paper/Poster = SP

Assessment Methods

Exams/Quizzes, Competency Checkoffs, Papers, Presentation, Post-conference, Clinical, Discussion Board

5

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

NURS - 4110 - Clinical Reasoning in Acute & Complex Adult Health

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Tanner Health System School of Nursing

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 *

NURS

Course Number * 4110

Course Title * Clinical Reasoning in Acute & Complex Adult Health

Long Course Title Clinical Reasoning in Acute & Complex Adult Health

Course Type *

Nursing

Catalog Course Description * This critical care course and practicum builds on prior coursework, emphasizing clinical reasoning in the care of patients with complex, high-acuity conditions. Students apply advanced critical thinking, prioritize care in rapidly evolving situations, and collaborate with interprofessional teams to deliver safe, effective care in high-stakes settings.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 4

Credit Hrs * 7

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites NURS 3021

Concurrent Prerequisites

Corequisites NURS 4022

Cross-listing

Restrictions Admission to the Nursing program

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

2

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* New Curriculum for the THSON starting in Fall 2026

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

1. Integrate the nursing process, clinical reasoning, and evidence-based knowledge to plan and deliver individualized, high-quality care for adult and geriatric patients with complex and/or multi-system illnesses (1.3a-c, 2.4a-d, 2.5a-g).
2. Analyze the trajectory and interaction of complex illnesses to guide health promotion, illness prevention, and management strategies across diverse populations and care settings (1.3a-c, 2.8c).
3. Incorporate knowledge from health assessment, pathophysiology, pharmacology, and related sciences to support clinical decision-making and care planning (1.1b, 1.2a, 1.3b).
4. Demonstrate compassionate, culturally sensitive care by addressing palliative and end-of-life needs of critically ill patients and their families, including symptom management, communication, and support for patient and family preferences (2a-f, 2.9a-e, 6.1c,e, 6.3a,c, 6.4d, 9.1c,g, 9.2a-c,e-g,).
5. Collaborate with patients, families, and interprofessional teams to deliver patient-centered education and care that promotes health literacy, self-care management, and shared decision-making (1.3b-c, 2.2b,e, 2.8a-c, 2.9c-e, 8.3c).

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* 240

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

If yes, what will the fee be?* 0

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

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

University of West Georgia
Tanner Health School of Nursing

Course Information

Course # Title	Clinical Reasoning in Acute & Complex Adult Health
Credit Hours	7
Lecture	3 (45 contact hours)
Clinical	4 (120 contact hours)
Simulation	
Term/Year	
Faculty Name(s)	
Contact Information	

Course Description

This critical care course and practicum builds on prior coursework, emphasizing clinical reasoning in the care of patients with complex, high-acuity conditions. Students apply advanced critical thinking, prioritize care in rapidly evolving situations, and collaborate with interprofessional teams to deliver safe, effective care in high-stakes settings.

	Domains Addressed in This Course		Concepts Addressed in This Course
X	Domain 1: Knowledge for Nursing Practice	X	Clinical Judgment
X	Domain 2: Person-Centered Care	X	Communication
	Domain 3: Population Health	X	Compassionate Care
	Domain 4: Scholarship for Nursing Practice		Diversity, Equity & Inclusion (DEI)
	Domain 5: Quality & Safety	X	Ethics
	Domain 6: Interprofessional Partnerships	X	Evidence-Based Practice (EBP)
	Domain 7: Systems-Based Practice		Health Policy
X	Domain 8: Informatics & Technology	X	Social Determinants of Health (SDOH)
X	Domain 9: Professionalism		
	Domain 10: Personal, Professional, and Leadership Development		

Course Learning Outcomes & AACN Essentials Alignment

1. Integrate the nursing process, clinical reasoning, and evidence-based knowledge to plan and deliver individualized, high-quality care for adult and geriatric patients with complex and/or multi-system illnesses (1.3a-c, 2.4a-d, 2.5a-g).
2. Analyze the trajectory and interaction of complex illnesses to guide health promotion, illness prevention, and management strategies across diverse populations and care settings (1.3a-c, 2.8c).
3. Incorporate knowledge from health assessment, pathophysiology, pharmacology, and related sciences to support clinical decision-making and care planning (1.1b, 1.2a, 1.3b).
4. Demonstrate compassionate, culturally sensitive care by addressing palliative and end-of-life needs of critically ill patients and their families, including symptom management, communication, and support for patient and family preferences (2a-f, 2.9a-e, 6.1c,e, 6.3a,c, 6.4d, 9.1c,g, 9.2a-c,e-g,).
5. Collaborate with patients, families, and interprofessional teams to deliver patient-centered education and care that promotes health literacy, self-care management, and shared decision-making (1.3b-c, 2.2b,e, 2.8a-c, 2.9c-e, 8.3c).

Competency-Based Learning Activities			
Learner Outcome	Essentials Domain & Concept	Teaching Method	Learner Activity
1	Knowledge of Nursing Practice Person-Centered Care Clinical Judgment Communication EBP	EX/Q SI SR	<p>NEXT Gen questions</p> <p><u>Assignment:</u> Simulated Complex Case Study <u>Activity:</u> Students participate in a scenario to manage a high-acuity patient with multi-system failure/cardiac arrest/ respiratory failure, applying the nursing process in real time with a team of nurses. Simulation focuses on recognition of clinical deterioration, immediate response, and teamwork and collaboration-delegation, communication. Debrief focuses on evidence-based interventions and prioritization.</p> <p><u>Assignment:</u> Self-Reflection on Clinical Reasoning in Decision Making <u>Activity:</u> Students complete a structured reflection focused on how clinical reasoning informed their decision-making for their patient with complex needs.</p> <ul style="list-style-type: none"> ○ What key pieces of data stood out to you and why? ○ Were there any patterns or changes over time that influenced your clinical judgment? ○ Were there competing priorities in the patient's care and how did you decide what to address first? ○ What actions did you choose and what informed your decision? ○ How did you communicate with other team members your reasoning and decisions?
2	Knowledge of Nursing Practice Person-Centered Care Clinical Judgment	C	<p><u>Assignment:</u> Illness Trajectory Mapping <u>Activity:</u> Graph the course of a chronic complex illness using a patient you cared for as an example (COPD, CHF, Multisystem Organ Failure). Identify points for prevention, intervention, and patient/family education.</p>

Competency-Based Learning Activities			
3	Knowledge of Nursing Practice Person-Centered Care Clinical Judgment	PC	Assignment: Clinical Post-Conference Presentation <u>Activity:</u> Each week, a student selects a patient from a previous clinical day and presents a concise case review and facilitates discussion regarding the case. The presentation should include relevant pathophysiology, key assessment findings and diagnostic results, pharmacologic plan of care, nursing care priorities, and outcomes observed during that clinical day.
4	Person-Centered Care Interprofessional Partnerships Professionalism Ethics Compassionate Care Communication	C, SR	Assignment: Self-Reflection DNR <u>Activity:</u> Students will use this reflection to explore their beliefs, how they responded, what they learned, and how it may shape their future nursing care. <ul style="list-style-type: none"> ○ What was the patient's condition and state of illness? ○ What were the primary goals of care - comfort, symptom management, family support, spiritual needs ? ○ Were there any ethical considerations or challenging decisions related to the patient's care? ○ What emotions did you experience while caring for the patient/family? ○ How did you respond to those emotions in the moment? ○ How did you show empathy and presence? ○ What did this experience teach you about the nurse's role when working with a DNR patient?
5	Interprofessional Partnerships Professionalism Communication	C	Assignment: Team-based Interprofessional Rounds <u>Activity:</u> Students participate in interprofessional team huddles or rounds and engage in collaborative care planning. Students are expected to contribute nursing-specific insights to the plan of care, demonstrate effective communication with team members from various disciplines, and document their role and impact on team-based care on their final course evaluation tool.

Teaching Methods Case Study =
 CS Class Discussion = D
 Clinical = C
 Competency Check-off = CC
 Discussion Board = DB
 Exam = EX

Lecture = L
Online
Modules
= OM
Peer
Review =
PR Post-
conferen
ce = PC
Presenta
tion = P
Quiz = Q
Self-Reflection
= SR
Simulation/Lab
= SI Scholarly
Paper/Poster =
SP

Assessment Methods

Exams, Quizzes, Case Studies, Simulation, Self-Reflection, Post-Conference, Clinical, Presentation

Required Texts & Materials

(List all required readings, software, clinical tools, etc.)

Addendum II

DATE: November 14, 2025

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, on behalf of the QEP Campus Committee

UPC Faculty Colleagues:

The following course was submitted by faculty to receive the Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets the institution's criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. Once approved by the faculty senate, these courses will be sent to the Registrar for coding. Upon request, syllabi and other information about the courses listed below can be provided to the UPC.

Course Prefix Number & Title	Submitting Faculty Member	College or School	All or some sections	USG Primary Code	USG Contact Hour Code	USG Institutional Code
MUSC 3900 Music in the Elementary School	Karen Graffius	CHASS	All sections	ZURP	ZWL1	WBL3

DATE: November 11, 2025

TO: Faculty Senate Undergraduate Programs Committee (UPC)

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

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on November 3, 2025 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

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

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

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

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ANTH 4885	Public Archaeology	Nate Lawres	All	3	3
ECON 3420	Econ History of the US	May Kassis	All	2	1

FORL 3000	Global Languages and Cultures Colloquium	Lisa Connell	All	2	2
FREN 1002	Elementary French II	Lisa Connell	All	1	1
FREN 3131	Applied Intercultural Competencies	Lisa Connell	All	1	1
FREN 4484	Senior Capstone	Lisa Connell	All	3	3
MGNT 4620	Human Resource Management	Tom Gainey	All	1	1
POLS 3601	Political Analysis	Sal Peralta	Fall (crn 80690)	3	3
READ 3262	Reading Methods and Assessment I (PK-2)	Robert Griffin	All	2	2
SOCI 4293	Families, Foster Care, and Adoption	Emily McKendry-Smith	Spring (crn 12926)	1	1
XIDS 2100	Intro to Latin American, Caribbean, and Latinx Studies	Betsy Dahms	All	2	1

In the event that the Undergraduate Research High Impact Practice attribute in Banner is no longer applicable to a course, faculty can request the attribute be removed. The following requests will be forwarded to the Registrar upon review by the Undergraduate Programs Committee.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Current UWG UR designation	Request
MATH 1113	Families, Foster Care, and Adoption	Carrie Carmack	Specific (crn 12470)	1	Remove
SOCI 3603	Sociology of Gender	Elroi Windsor	Specific (crn 50886)	2	Remove
SOCI 4999	Families, Foster Care, and Adoption	Emily McKendry-Smith	Specific (crn 11946)	2	Remove

In the event that the Undergraduate Research High Impact Practice has already been designated for individual sections of a course, faculty are contacted by the co-directors of the Office of Undergraduate Research to confirm that the designation is still appropriate rather than resubmit the course for review. The following courses have been affirmed for spring 2026.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
MKTG 3808	Business Research	Beheruz Sethna	Specific (Spring 2026; crn 12653; 12654)	4	4
POLS 1101	American Government	Sal Peralta	Specific sections (Spring 2026 crn 12346)	2	2
POLS 2601	Intro to Political Science Inquiry	Sal Peralta	Specific sections (Spring 2026 crn 12349)	3	3
POLS 4403	Latin American Politics	Sal Peralta	Specific sections (Spring 2026 crn 12372)	2	2

Addendum III

Proposal

Course Attributes for High Impact Practices (HIPs)

Writing Intensive Course (WIC) Criteria

USG HIPs Attributes: The University System of Georgia (USG) has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria recommendations for all eleven HIPs and additional information on HIPs can be found [HERE](#). The USG does not stipulate specific criteria, but it does offer guidelines and requests that institutions develop criteria for coding. Faculty at UWG are responsible for defining the criteria and the process for assigning HIPs attributes to courses. The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Writing Intensive Courses and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix I). The WIC attribute is different from the Discipline-Specific-Writing (DSW) attribute that is currently used in CHASS and CMCS as a degree requirement for graduation in those two colleges.

Writing Intensive Course Definition: Writing-Intensive Courses (WICs) are those in which writing is used as a central mode of learning as well as for evaluating student performance. Students in these courses write regularly throughout the course on a variety of assignments, and student grades are connected to the quality and content of their written work. Writing Intensive Courses utilize *writing-to-learn* and/or *writing-for-the-disciplines* as essential components of how the subject matter is presented and how it is learned, offering students opportunities to learn about and practice the process of writing. In *writing-to-learn*, students experience the ways in which writing can help them learn about something through research, critical analysis, and cognitive reflection. The *writing-to-learn* can be integrated into major assignments but can also be utilized in informal writing assignments when students reflect in writing upon what they have learned. In *writing-for-the-disciplines*, students learn to write professionally in modes that are relevant for an academic discipline or a professional field of study. The emphasis is placed on effective communication, and students are required to demonstrate a mastery of the conventions of writing in a specific discipline. For major assignments, students should be afforded a substantial amount of time in class and outside of class to practice and develop the skills required to become proficient writers. In addition, faculty feedback across the writing assignment with opportunities for revision is essential. Peer feedback should be encouraged. When students successfully complete Writing Intensive Courses at multiple levels of learning (core and major) and/or across multiple disciplines, they acquire proficiency in different modes of writing, in writing to different audiences and purposes, and strengthen their communication skills. All of these are essential skills for future graduate studies and professional work.

How Course Attributes Benefit Students, Faculty, and Academic Programs: Writing Intensive Courses are an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to strengthen their competences as writers across multiple courses and disciplines, beginning in the first year and through the final courses in their major. Writing-intensive courses deepen learning by requiring students to articulate ideas, reason with evidence, and reflect through iterative drafts. Because assignments are tied to disciplinary genres (e.g., lab reports, briefs, field notes), students practice how a field makes knowledge and can transfer those moves to new contexts. Structured cycles of feedback and revision build durable habits of analysis, clarity, and metacognition. Collectively, these practices are linked to higher engagement, persistence, and career-

relevant communication skills. The WIC designation also will allow students to identify courses in the schedule of classes in Banweb that include a WIC component. The attributes would also enable faculty to list courses that have received a WIC or other HIPs designations as evidentiary sources in their teaching portfolios associated with student success. Once HIPs attributes are assigned to courses, academic units could also establish program or degree requirements aligned to WICs or other HIPs that meet their specific educational and professional goals. WICs will also support UWG's commitment to strengthening students' AI literacy skills in relationship to writing.

WIC Application Process: The WIC application process will follow the same process that has been used to approve other HIPs at UWG, including undergraduate research, work-based learning, and service learning. Academic programs and/or faculty will be invited to submit courses to receive the WIC attribute by completing an online application form and submitting a syllabus. A call for applications will be announced and circulated at least annually. Applications will be reviewed by a faculty committee, with recommendations sent to the Undergraduate Programs Committee (UPC) of the Faculty Senate for review and approval. Once that process is completed, approved courses will be submitted to the Office of the Registrar so that the appropriate attribute can be assigned to the course.

Courses at all instructional levels (core, upper-division / major, and graduate-level) are eligible for the WIC attribute. In addition to receiving the USG WIC attribute (ZWIP), core courses (WIC1) and upper-division courses (WIC2) will receive a secondary institutional attribute to assist UWG in tracking student progression in writing-intensive courses. Graduate courses will receive USG attribute (ZWIP).

Criteria for Writing-Intensive Courses: In reviewing courses for the WIC designation, the faculty committee will consider the following criteria. While a course does not have to meet all these criteria to receive the WIC attribute, the committee's recommendation will be based on the overall strength of the course application in relationship to these criteria. NOTE: If a course has multiple sections taught by more than one faculty, the application must be submitted for all sections of the course. Individual sections of a multi-section course cannot be assigned an attribute.

The following will be included in the attribute course application.

1. Faculty submitting course
2. Department or Program & College
3. Course Prefix, Number, and Title
4. Brief description of the course and rationale for why it qualifies for the WIC attribute.
5. Is this a multi-section course or a course taught by multiple faculty? If so, the attribute, if approved, will be assigned to all sections of the course each time it is taught.
6. Typically, how often is the course taught (eg., every semester, once a year, etc.)?
7. Does the course have a learning outcome associated with writing? If so, include it here.
8. What type of writing is included in the course. Check all that apply:

Writing Process Activities:

- Short Response Papers
- Discussion Boards
- Reflection Assignments and Journals
- Writing Connected to Reading (Writing Responses)

Writing Product Activities:

- Discipline specific writing tasks such as:
 - Policy Analysis

- Business Plans
 - Creative work (fiction, scripts, etc.)
 - Pedagogical plans
 - Writing for external audiences:
 - Writing for the Internet and Social Media
 - Professional Communication including writing a Resume, Cover Letter, and Other Professional Applications
 - Grant & Proposal Writing
 - Advertising copy (pamphlets, promotional materials)
 - Writing for Public Audiences (Legislators, Businesses, etc.)
 - Research Based Writing & Citations and Bibliographies
 - Report or manual writing
 - Formal Text-Based Analysis
 - Analysis of Peer-Reviewed Articles, Evidence
 - Other Writing Experience or Assignment (please describe)
9. Approximately what percentage of the overall grade in the class includes writing-oriented assignments?
 10. On at least one writing assignment, do students have an opportunity to receive feedback on their writing and revise the assignment?
 11. On at least one writing assignment, do students have an opportunity to work on the assignment for a significant period over the course of the semester?
 12. In the course, do students have an opportunity to learn about ethical uses of Artificial Intelligence (AI) as a tool in the writing process rather than an end-content generator?
 13. In the course, do students have an opportunity to reflect on what they have learned through writing?
 14. In the course, do students have an opportunity to share their writing with others besides the instructor?

Appendix I

Identifying Writing-Intensive Courses as a High Impact Practice for Inclusion in Banner University System of Georgia

What is a High Impact Practice?

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.¹

Guidelines for Qualifying a Writing-Intensive Course as a High Impact Practice

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether a writing-Intensive course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of writing-Intensive courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Writing-Intensive Courses as a High Impact Practice²

- Emphasizes writing at all levels of instruction
- One of several courses across disciplines that are writing-intensive
- Students produce and revise various forms of writing for different audiences in different disciplines
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Writing-Intensive Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of writing-intensive courses to determine if they qualify as a High Impact Practice. The USG does *not* make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for a Writing-Intensive course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving a writing-intensive course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Writing-Intensive Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZWIP	Writing-Intensive course meets institution's criteria as a High Impact Practice for Writing-Intensive

Required Course Codes: For each course section that meets the following institution criteria

Code	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

Required Course Code: For each course section that meets institutions High Impact Practices criteria, if applicable

Code	Description
ZHIL	Course section is linked to other course sections that collectively defined as a writing-intensive experience for students enrolled in the course section.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Writing-Intensive courses.

Primary Code: Writing-Intensive course section meets institution's criteria as a High Impact Practice for Writing-Intensive course

Required Course Code: Course section meets a High Impact Practice requirement established by institution. Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

Required Course Code: For each course section that meets institutions High Impact Practices criteria, if applicable. Course sections that are linked to other course sections that collectively are defined as a writing-intensive experience for students enrolled in the course section.

The USG may add additional codes, as necessary.

Appendix II

UWG Writing Intensive Course Workgroup

Name	College / School	Email
Maria Doyle	College of Humanities, Arts, and Social Sciences	mdoyle@westga.edu
Talia Campese	College of Education	tcampese@westga.edu
Farooq Khan	Perry College of Mathematics, Computing, and Science	fkhan@westga.edu
Jody Bryan	School of Nursing	jbryan@westga.edu
Susan Hall Webb	Richards College of Business	swebb@westga.edu
Amy Mendes	School of Communication, Film, and Media	amendes@westga.edu
Jenna Harte	University College	jharte@westga.edu
Melanie Jordan	Director, University Writing Center	melaniej@westga.edu
Mandi Campbell	Director, Institute for Faculty Excellence & Grant Project Coordinator	acampbel@westga.edu
David Newton	Grant Project Coordinator	dnewton@westga.edu

Addendum IV

SOCI - 5293 - Families, Foster Care, and Adoption

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*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

School of Social Sciences

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☐ 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*

SOCI

Course Number* 5293

Course Title* Families, Foster Care, and Adoption

Course Type*

Sociology

Catalog Course Description* This course will use a sociology of family lens to examine the topics of foster care and adoption. We will examine what sociological research tells us about the experiences of children, parents, and staff in these institutions. In doing so, we will pay particular attention to race and class, including global issues of inequality.

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

Is this a variable credit hour course? ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- ☒ 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?*

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4293, which already exists and is regularly offered. Knowledge of the child welfare and adoption systems as they relate to families will be relevant to graduate students pursuing careers related to families and/or youth.

Student Learning Outcomes*

1. Demonstrate understanding in writing of sociological research related to child welfare, foster care, and adoption and the role that social construction plays in these fields.
2. Demonstrate knowledge of major American policies and laws regarding foster care and adoption.
3. Apply relevant sociological concepts to depictions and specific cases of foster care and adoption

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* 15


Will this course have special fees or tuition required?*


☐ Yes

☒ No

If yes, what will the fee be?* NA

Fee Justification

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

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



Families, Foster Care, and Ado

SOCI-5293

Spring 2025 Section 01 3 Credits 01/11/2025 to 05/13/2025 Modified 03/12/2025



Description

This course will use a sociology of family lens to examine the topics of foster care and adoption. We will examine what sociological research tells us about the experiences of children, parents, and staff in these institutions. In doing so, we will pay particular attention to race and class, including global issues of inequality.



Contact Information

Dr. Emily McKendry-Smith

Email: emckendr@westga.edu

Office: Pafford 219

Student Meeting Hours:

Thursdays, 3:30-5 PM, or contact me to make an appointment

My schedule is flexible and I am happy to meet with you at a time that is convenient for you! We can meet if you have a question about a reading or an assignment, you are confused about something, you'd like more information, or if you don't have a "reason" and just want to chat. If you aren't available at the times listed above, please email me at emckendr@westga.edu to schedule a meeting. Include in your email 2-3 days and times that you are available. We can talk in-person or virtually - let me know what you would prefer.



Meeting Times

Tuesdays & Thursdays, 2-3:15 PM

Pafford 305

Materials

I have assigned the following books for our course. They are all available through the UWG Library as ebooks; they are also available for purchase at the UWG bookstore and online.

- Reich, Jennifer A. 2005. *Fixing Families: Parents, Power, and the Child Welfare System*. New York: Routledge.

Link to *Fixing Families* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9913905033402931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9913905033402931)

- Raleigh, Elizabeth. 2017. *Selling Transracial Adoption: Families, Markets, and the Color Line*. Philadelphia: Temple University Press.

Link to *Selling Transracial Adoption* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9914913998802931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9914913998802931)

- Fenton, Estye. 2019. *The End of International Adoption? An Unraveling Reproductive Market and the Politics of Healthy Babies*. New Brunswick, NJ: Rutgers University Press.

Link to *The End of International Adoption?* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9922173478102931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9922173478102931)

Remember that to access ebooks through the UWG Library, you will need to log in with your my.westga.edu account.

All other readings will be available in the Content area of CourseDen.

Outcomes

Course Description

The goal of this course is to learn by studying sociological and other social science research on the child welfare system, foster care, and adoption. We will cover a broad range of topics, including ideology and the social construction of "problems" within the child welfare system, the structures and organizations within these fields, the experiences of individuals within those structures, baby "markets," and the racialization of children.

Importantly, the goal of this course is to learn what research tells us about these topics. It is not designed to prepare you to be a foster parent or to adopt a child. (If that is your goal, you may or may not find reviewing sociological research helpful).

This course counts towards the embedded "Social Services" certificate within the Sociology major. If you have any difficulty with this, please let me know and I will assist you.

Sensitive Topics Warning

While they are not a main focus of the course, the course materials contain discussion of disturbing topics, including child abuse and death and family separation. The course materials also make occasional references to topics that are politically divisive, such as abortion and immigration policies. We will work together to maintain professionalism and sensitivity toward others in the class as we engage with these readings. If you are uncomfortable reading materials that mention these topics, this course may not be right for you. If you have any questions or concerns, you are also welcome to discuss this with me.

Learning Outcomes

By the end of the course, students should be able to:

- Demonstrate understanding in writing of sociological research related to child welfare, foster care, and adoption and the role that social construction plays in these fields.
- Demonstrate knowledge of major American policies and laws regarding foster care and adoption.
- Apply relevant sociological concepts to depictions and specific cases of foster care and adoption.

Evaluation

Criteria

All written assignments must be turned in to the appropriate CourseDen dropbox. I will not accept or grade assignments that I receive over email. Grammar and composition are not a formal part of your assignment grades, but both are necessary to clearly present your ideas and experiences in a relatively small number of pages. If I cannot understand what you are trying to say, it is as though you have not said it, which may result in a lower grade, or I may require you to re-write your paper before I accept it to be graded.

Breakdown

I do not give grades; you earn grades. I will award final grades using this scale:

A=90-100 B=80-89 C=70-79 F=0-69

Academic Honesty

The UWG Honor Code is in effect for all written assignments and exams. Please read the provisions of the Honor Code carefully and make sure that you understand and follow them. In general, the Honor Code requires that students do not give or receive unauthorized assistance on course work, such as

exams, written assignments, or discussion board posts.

Students who commit plagiarism or any other form of academic dishonesty on any graded item will receive a grade penalty up to a grade of 0 on the item. Additional instances of academic dishonesty may result in a failing grade for the entire course.

For more information on what plagiarism is and how to avoid it, I recommend the following:

<https://writingcenter.unc.edu/tips-and-tools/plagiarism/> (<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>).

<https://www.westga.edu/academics/university-college/writing/plagiarism-and-citations.php> (<https://www.westga.edu/academics/university-college/writing/plagiarism-and-citations.php>).

Academic Honesty & AI

One of the goals of this course is to develop your critical thinking and your ability to express your ideas in writing. These skills will help prepare you for the workforce. Because this is one of our goals, AI-generated writing is not permitted and will be considered plagiarism.

No sentences or paragraphs may be copied from AI output.

If you copy a phrase (part of a sentence) from AI, you must treat it as a quote - put it in quotation marks and include a citation. You should then explain the idea in your own words, just like you would do with any other quote. You can cite AI using this format:

OpenAI, chatGPT. Response to prompt: "Explain federalism" (August 12, 2023, <http://chat.openai.com/>)

If it is not clear whether your assignment was written by you or by an AI, I may require you to meet with me and discuss your assignment in order to receive your grade. **Any student may at any time be required to discuss their work (in person or in a virtual meeting) as an assessment of their level of understanding and sources of information.** Refusing to discuss your work in this fashion is grounds for receiving a lower grade, up to a 0, on the assignment. If I need to meet with you regarding this, I will email your my.westga.edu account.

Remember that content generated by AI can be biased, incorrect (AI "hallucinations"), or inconsistent with the content and expectations of this course. Or, as a journal article recently concluded, ["ChatGPT is bullshit."](https://link.springer.com/article/10.1007/s10676-024-09775-5) (<https://link.springer.com/article/10.1007/s10676-024-09775-5>).

Assignments

ASSIGNMENT	% OF GRADE	DUE
Reading Responses	20%	See course schedule
Exam #1	20%	Tuesday, March 6th

Child Welfare Assignment	20%	Tuesday, March 25th by 11:59 PM
Voices of Adoptees Assignment	20%	Tuesday, May 8th by 11:59 PM
Exam #2	20%	Tuesday, May 13th

Reading Responses

Reading Responses are short reflections on the readings that you will write each week. Each reading response should be on 2 readings from 2 different days from that week.

These should be written in Microsoft Word (or something comparable) and uploaded to the appropriate CourseDen dropbox. **The directions for the readings responses are available in the "Directions for Assignments" module in CourseDen.**

I have scheduled your Reading Responses to be due at 11:59 PM, BUT...you still need to have done enough of the reading before class that we can have active class discussion and participation. If this is a persistent problem, I will move when the Reading Responses are due to 2 PM to ensure that you have done the reading before class. You can avoid this by making sure that you at least look over the reading before class so you can actively participate.

Please follow the AI policy for this course. If there is a recurring problem of too many students using AI to write their reading responses, they will be replaced with in-class writing assignments.

Writing Projects

Your longer writing projects will be papers of about 4-5 pages in length. The directions for these assignments will be available in the "Directions for Assignments" module in the Content area of CourseDen.

Exams

There will be two exams in this course; Exam 1 will cover the first half of the course and Exam 2 will cover the second half. I will provide you with information about the exam and a review sheet and we will review in class before each exam.

Attendance

Attendance is not a formal part of your grade in this class. That said, students who attend class regularly typically perform much better on assignments and exams. When you do not attend class, you miss out on important information and interesting activities.

Late Policy

I will give anyone a 24 hour extension on any assignment, no questions asked. To receive this extension, you must email me approximately 12 hours before your assignment is due and request this extension.

For example, if you had an assignment due on January 11th at 11:59 PM, you would need to email me by 11:59 AM on that day to request the extension.

When you email me to request the extension, please make sure it is clear in your email which assignment you are asking for an extension on.

If you have extenuating circumstances where you are unable request the 24 hour extension or you need an extension that is longer than 24 hours, please contact me and we will discuss your situation.

Assignments that are late (without the extension) may incur a late penalty or I may decline to accept them.

Schedule

WEEK:	READINGS:	DUE:
Week 1 Tuesday, January 14 th :	Introduction to the Course	
Week 1 Thursday, January 16 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Introduction & Appendix	
Week 2 Tuesday, January 21 st :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 2 - Ausberger and Collins, "US child welfare system is falling short because of persistent child poverty"	
Week 2 Thursday, January 23 rd :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 3	Week 2 Reading Response (over 1/16, 1/21, and 1/23)
Week 3 Tuesday, January 28 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 4	

Week 3 Thursday, January 30 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 5	Week 3 Reading Response (over 1/28 and 1/30)
Week 4 Tuesday, February 4 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 6	
Week 4 Thursday, February 6 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 7	Week 4 Reading Response (over 2/4 and 2/6)
Week 5 Tuesday, February 11 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 8	
Week 5 Thursday, February 13 th :	The Child Welfare System - Reich, <i>Fixing Families</i> , Ch 9 - Riley, "The Challenge of Finding Homes for Rural America's Foster Children"	Week 5 Reading Response (over 2/11 and 2/13)
Week 6 Tuesday, February 18 th :	Foster Care - Shireman, "Investment in Foster Care"	
Week 6 Thursday, February 20 th :	Kinship Care - Pittman, "The Five-Tiered System of Kinship Care" - Kropf and Kelley, "Why more grandparents are raising their grandchildren"	Week 6 Reading Response (over 2/18 and 2/20)

Week 7 Tuesday, February 25 th :	Native Americans and the ICWA <ul style="list-style-type: none"> - Lurie, "Forever Home" - Landers et al, "My Relatives are Waiting: Barriers to tribal enrollment of fostered/adopted American Indians" 	
Week 7 Thursday, February 27 th :	Unaccompanied Migrant Children <ul style="list-style-type: none"> - Rodriguez, "'Worthy' Migrants" - Mandelbaum, "This is what happens to child migrants found alone at the border..." 	Week 7 Reading Response (over 2/25 and 2/27)
Week 8 Tuesday, March 4 th :	Queer Youth <ul style="list-style-type: none"> - Fitzgerald and Conn, "LGBTQ Foster Youth in New York City" - Estrada and Marksamer, "Rights of LGBTQ Youth in State Custody (foster care excerpt)" 	
Week 8 Thursday, March 6 th :	Exam #1	
Week 9 Tuesday, March 11 th :	Adoption <ul style="list-style-type: none"> - Shireman, "Adoption" 	
Week 9 Thursday, March 13 th :	Adoption <ul style="list-style-type: none"> - Raleigh, <i>Selling Transracial Adoption</i>, Introduction 	Week 9 Reading Response (over 3/11 and 3/13)
March 18 th & 20 th :	SPRING BREAK	

Week 10 Tuesday, March 25 th :	Adoption - Raleigh, <i>Selling Transracial Adoption</i> , Ch 1	Child Welfare Assignment
Week 10 Thursday, March 27 th :	Adoption - Raleigh, <i>Selling Transracial Adoption</i> , Ch 2	Week 10 Reading Response (over 3/25 and 3/27)
Week 11 Tuesday, April 1 st :	Adoption - Raleigh, <i>Selling Transracial Adoption</i> , Ch 3	
Week 11 Thursday, April 3 rd :	Adoption - Raleigh, <i>Selling Transracial Adoption</i> , Ch 4	Week 11 Reading Response (over 4/1 and 4/3)
Week 12 Tuesday, April 8 th :	Adoption - Raleigh, <i>Selling Transracial Adoption</i> , Ch 5 & Conclusion - Visit from Youth Villages	
Week 12 Thursday, April 10 th :	Transracial Adoption - Jacobson and Smith, "Emotion Work in Black and White"	Week 12 Reading Response (over 4/8 and 4/10)
Week 13 Tuesday, April 15 th :	Adoption by Queer Parents -	

<p>Week 13</p> <p>Thursday, April 17th:</p>	<p>Mothers Who Relinquish Children</p> <ul style="list-style-type: none"> - Sisson, "Who are the women who relinquish infants for adoption?" - Landers, "Native American mothers..." - Guest speaker: Maria Mayhan 	<p>Week 13 Reading Response (over 4/15 and 4/17)</p>
<p>Week 14</p> <p>Tuesday, April 22nd:</p>	<p>International Adoption</p> <ul style="list-style-type: none"> - Fenton, <i>The End of International Adoption?</i> Introduction & Ch 1 	
<p>Week 14</p> <p>Thursday, April 24th:</p>	<p>International Adoption</p> <ul style="list-style-type: none"> - Fenton, <i>The End of International Adoption?</i> Ch 2 - Nolan, "Guatemala's baby brokers: how thousands of children were stolen for adoption" 	<p>Week 14 Reading Response (over 4/22 and 4/24)</p>
<p>Week 15</p> <p>Tuesday, April 29th:</p>	<p>International Adoption</p> <ul style="list-style-type: none"> - Fenton, <i>The End of International Adoption?</i> Ch 4 	
<p>Week 15</p> <p>Thursday, May 1st:</p>	<p>International Adoption</p> <ul style="list-style-type: none"> - Fenton, <i>The End of International Adoption?</i> Conclusion 	<p>Week 15 Reading Response (over 4/29 and 5/1)</p>
<p>Thursday, May 8th:</p>		<p>Voices of Adoptees Assignment</p>
<p>Tuesday, May 13th:</p>	<p>Exam #2</p>	

* Course Policies and Resources

Contacting your Professor

The best way to contact me is by emailing emckendr@westga.edu. Monday through Friday 9 AM to 5 PM EST, I check my email frequently and will respond to you as soon as possible. You can expect me to reply to your email within 2 business days at the latest. I will reply to emails sent during the evening/night on the next day and emails sent over the weekend on Mondays. When you email me, please remember to include in your email which class you are taking and to use the same name that you use in our course.

Preparing for Class

Readings are listed in the syllabus on a daily basis. It is your responsibility to complete the readings for each day. Your readings are the most important resource for succeeding in this course. You will need to be familiar with the terms and concepts we discuss, and doing your readings before class and periodically reviewing them is the best way to stay familiar with important ideas.

Course Etiquette

- I expect everyone attending class to have done the assigned readings and to be prepared to discuss them.
- Please try to come to class on time. When students are extremely late, it is disruptive to me and to your classmates.
- In addition, unless you have an emergency or an extremely compelling reason, you should plan to stay for the entire class period.
- Do not use your cell phone excessively during class. Please try to keep your cell phones in your bag/pocket, not out on your desk. If your cell phone is repeatedly out during class and is distracting others, I may ask you to leave.
- Please check your UWG email and CourseDen daily M-F.

Respectful Communication

College courses bring together diverse groups of students with different backgrounds, life experiences, and opinions. These differences can enrich your college experience and be a part of learning only if we all treat each other with respect. I expect everyone to practice sensitivity and respect in all class discussions. You should feel free in class discussions to share as much as you are comfortable with about your experiences and background, but you must keep in mind that your classmates' beliefs and experiences may be different from yours and are equally deserving of respect. In addition, I expect you to respect everyone's race, gender, sexuality, nationality, religion, etc.

Generative Artificial Intelligence Course Policy

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

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

Please see the "Academic Honesty" section of the syllabus for more information on this.

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

Academic Support

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

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

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

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

Online Course Content

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

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

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

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

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

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

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Mental Health Support

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

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

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Credit Hour Policy

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

SOCI - 5453 - Sociology of Education

2026-2027 Graduate New Course Request

General Information

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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School/ Department*

School of Social Sciences

Is this a School of
Nursing, School of
Communication, Film
and Media course , OR
does it belong to the
Graduate School
rather than an

☐ 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 *

SOCI

Course Number * 5453

Course Title * Sociology of Education

Course Type *

Sociology

Catalog Course Description *

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

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

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- ☒ 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?*

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4453 course that is currently going through Curriculog. The UWG Sociology program has offered Sociology of Education as a special topics course at the graduate level in the past; it is a topic that is of interest to students and relevant to students who plan to pursue careers involving youth (such as Department of Juvenile Justice, Department of Children and Family Services, etc).

Student Learning Outcomes*

1. Students will demonstrate sociological understanding of the relationship between education and society and, in particular, between education and social inequality.
2. Students will demonstrate understanding of the social organization of education and the relationships between education and other social institutions.
3. Students will demonstrate familiarity with sociological research methods used in the study of education.

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* 15

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Sociology of Education

SOCI-5453

Spring 2023 Section E01 3 Credits 01/09/2023 to 05/09/2023 Modified 02/13/2023



Description

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

Prerequisites:

SOCI 1101 or SOC 105

Corequisites:



Contact Information

Instructor: Dr. Neema Noori

Class Time and Place: Fully Online

Email address: nnoori@westga.edu

Office hours: Tuesdays and Thursdays 11:00-1:00 pm or by appointment (please call the number listed below to reach me during office hours)

Office phone: 678-310-8532



Meeting Times



Materials

Paying for the Party, Armstrong and Hamilton

Unequal Childhoods: Class, Race, and Family Life, 2nd Edition with an Update a Decade Late, Annette Lareau

Privilege, Shamus Khan

Outcomes

I. Learning Outcomes

Students will demonstrate sociological understanding of the relationship between education and society and, in particular, between education and social inequality.

Students will demonstrate understanding of the social organization of education and the relationships between education and other social institutions.

Students will demonstrate familiarity with sociological research methods used in the study of education.

Evaluation

Criteria

Breakdown

Assignments

Assignments

This course is divided into 10 modules. The course ends on May 1st. Please find a detailed description of the course requirements below.

Discussions: You cannot contribute and learn if you do not read all the materials and comment on the readings. Therefore, an important component of the course is to read carefully and comment on the discussion board. **To receive maximum credit, you must post at least three times and your posts should demonstrate substantive engagement with readings** Your first post is always due on Thursday. For more information on how discussion posts will be graded, please refer to the discussion grading rubric posted on CourseDen.

Quizzes: The quizzes will be completed online under the CourseDen assessment tool. Students will be able to take a module quiz any time after the designated start time. To complete the quizzes, students will login and be given a time limit to complete all of the questions. Therefore, it is very important that students complete all readings before taking the quizzes. Each quiz has a designated end time and no extensions will be granted. Any student not taking the quiz in the specified period will receive a zero. These assessments will consist of either essay or multiple choice questions and will test for knowledge of topics covered in the book and readings.

Writing Assignment and Final Exam: I will post specific guidelines and instructions on Courseden early in the semester for the writing assignments. Moreover, late submissions will not be accepted for any assignment.

Assignment Schedule and Grade Calculation

Requirement	Total	Value	Due Date	Points
Course Discussions	11	30%	See Class Schedule	20 per post
Module Quizzes	11	30%	See Class Schedule	20 per quiz
Short Papers	2	40%	See Class Schedule	100 per paper
Letter Grade				
A				90%-100%
B				80%-89%
C				70%-79%
D				60%-69%
F				-59%

Schedule

COURSE SCHEDULE

1	1/9	1/15	Module 1: Introduction	
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			<p>Read Academically Adrift</p> <p>Watch the NPR video</p> <p>Watch my introductory video</p> <p>Complete Discussion 1 by 1/15</p> <p>Complete Quiz 1 by 1/15</p>	
2	1/16	1/22	Module 2: Critical Race Theory	
			<p>Read "The Man Behind Critical Race Theory"</p> <p>Read "Understanding the Backlash Against Critical Race Theory"</p> <p>Watch Noori Lecture on Critical Race Theory</p> <p>Watch Critical Race Theory Explained</p> <p>Complete Discussion 2 by 1/22</p> <p>Complete Quiz 2 by 1/22</p>	
3	1/23	1/29	Module 3: Social and Cultural Capital	
			<p>Read Pierre Bourdieu's "Forms of Capital"</p> <p>Read Coleman on "Social Capital"</p> <p>Read Seidman on Bourdieu</p> <p>Watch Noori Lecture</p> <p>Complete Quiz 3</p> <p>Complete Discussion 3</p>	

4	1/30	2/12	Module 4: Cultural Capital, Race, Class Part I	
			<p>Read Chapters 1-3 (Pp. 1-65)</p> <p>Complete Discussion 4 by 2/12</p> <p>Complete Quiz 4 by 2/12</p> <p>Watch Noori Lecture</p>	
5	2/13	2/19	Module 5: Cultural Capital, Race, Class Part II	
			<p>Read Chapters 4-7 (Pp.66-133)</p> <p>Complete Quiz 5 by 2/19</p> <p>Complete Discussion 5 by 2/19</p> <p>Watch Noori Lecture</p>	
6	2/20	2/26	Module 6: Cultural Capital, Race, Class Part III	
			<p>Read Chapters 8-11 (Pp.134-220)</p> <p>Complete Quiz 6 by 2/26</p> <p>Complete Discussion 7 by 2/26</p> <p>Watch Noori Lecture</p>	
7	2/27	3/5	Module 7: Cultural Capital, Race, Class Part IV	

			<p>Read Chapters 12-14 (Pp.221-332)</p> <p>Complete Quiz 7 by 3/5</p> <p>Complete Discussion 7 by 3/5</p> <p>Watch Noori Lecture</p> <p>Paper 1 Assigned</p>	
8	3/6	3/12	Module 8: Theorizing Inequality, Hierarchy, and Elites I	
			<p>Watch Noori Lecture</p> <p>Read Shamus Khan, Introduction and Chapters 1-2</p> <p>Complete Quiz 8 by 3/12</p> <p>Complete Discussion 8 3/12</p> <p>Paper 1 Due on 3/12</p>	
9	3/13	3/26	Module 9: Theorizing Inequality, Hierarchy, and Elites I	
			<p>Read Shamus Khan, Chapters 3-Conclusion</p> <p>Complete Discussion 9 by 3/26</p> <p>Complete Quiz 9 by 3/26</p> <p>Watch Noori Lecture</p>	
10	3/27	4/2	Module 10: Higher Education and Social Class I	
			<p>Read Chapters 1-3</p> <p>Complete Quiz 10 by 4/2</p> <p>Complete Discussion 10 by 4/2</p> <p>Watch Noori Lecture</p>	

11	4/3	4/16	Module 11: Higher Education and Social Class II	
			Read Chapters 4-6 Complete Quiz 11 by 4/16 Complete Discussion 11 by 4/16 Watch Noori Lecture Paper 2 Assigned	
12	4/17	4/30	Module 12: Higher Education and Social Class III	
			Read Chapters 7-9 Watch Noori Lecture Paper 2 Due 4/30	

* Course Policies and Resources

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Academic Honesty:

Students who improperly use source material from the internet or copy material from another student will receive a zero on the assignment. Plagiarism on any assignment, including quizzes, discussion, posts, will result in a zero on the assignment and disciplinary action from the university.

Communication Policy:

"Ask your Instructor Discussion Board": There is a discussion board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website.

Email: I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Online Etiquette

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional

Expected Response Times

Students can expect me to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 3 days of the due date. Homework assignments will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social, physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

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HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

SOCI - 5473 - Survey Design

2026-2027 Graduate New Course Request

General Information

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

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Desired Effective
Semester*

Fall

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School/ Department*

School of Social Sciences

Is this a School of
Nursing, School of
Communication, Film
and Media course , OR
does it belong to the
Graduate School
rather than an

☐ 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*

SOCI

Course Number* 5473

Course Title* Survey Design

Course Type*

Sociology

Catalog Course Description*

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

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

Is this a variable credit hour course? ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

Sociology has proposed a "Social and Community Policy" track within the Masters in Public Administration program (housed in Dept. of Civic Engagement and Public Service in University College). This proposed graduate course will be offered in support of that track and can be cross-listed with the proposed SOCI 4473 course that is currently going through Curriculog. Survey Design is a skill that is frequently used by sociologists and that many employers find desirable.

Student Learning Outcomes*

By the end of the course, students will be able to:

1. Develop research questions that can be answered using survey research.
2. Use best practices in questionnaire development to find appropriate existing questions and write original survey questions.
3. Demonstrate understanding of different methods of sampling and the contexts in which they are used.
4. Demonstrate understanding of the advantages and disadvantages of different methods of survey administration.
5. Conduct survey data collection by creating survey instruments and administering questionnaires to participants.
6. Evaluate survey data based on question quality and response rates and participation rates.

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* 15

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Survey Design

SOCI-5473

Spring 2023 Section 01 3 Credits 01/09/2023 to 05/09/2023 Modified 03/28/2023

Description

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

Requisites

Prerequisites:

Corequisites:

Contact Information

Meeting Times

Materials

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: the tailored design method* (Fourth edition.). Wiley.

We are doing many readings from this book, which is available online through the UWG Library here:

<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=1762797>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=1762797>).

We also have a couple chapters from this book, available through the UWG Library here:

<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=7106015>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?pg-origsite=primo&docID=7106015>).

Robinson, Sheila B. and Kimberly Firth Leonard. 2018. *Designing Quality Survey Questions*. Thousand Oaks, CA: SAGE.

I recommend that you download chapters from the ebook rather than reading them online. The library's license only allows 1 user to access the ebook at a time; if you download the chapters, there is less chance that you will prevent someone else from accessing the ebook.

Other readings will be available on CourseDen as PDFs or ebook links.

Outcomes

By the end of the course, students will be able to:

- Develop research questions that can be answered using survey research.
- Use best practices in questionnaire development to find appropriate existing questions and write original survey questions.
- Demonstrate understanding of different methods of sampling and the contexts in which they are used.
- Demonstrate understanding of the advantages and disadvantages of different methods of survey administration.
- Conduct survey data collection by creating survey instruments and administering questionnaires to participants.
- Evaluate survey data based on question quality and response rates and participation rates.

Assignments

Research topic and question	10% of course grade	Friday, Jan 27
Review of treatment of topic in other surveys	10% of course grade	Friday, Feb 10
Conceptualization and operationalization	10% of course grade	Friday, Feb 24
New survey questions and cognitive interview pre-test	10% of course grade	Friday, March 17
Survey in Qualtrics	10% of course grade	Friday, March 31
Analysis of survey data	10% of course grade	Friday, April 21
Survey Codebook	20% of course grade	TBD, final exam week
Reading Memos	20% of course grade	Before each class meeting

Schedule

WEEK	READINGS	DUE
Week 1 Jan 16-20	Introduction to the Course	

<p>Week 2</p> <p>Jan 23-27</p>	<p>Introduction to Surveys</p> <ul style="list-style-type: none"> - Dillman et al, "Sample Surveys in Our Electronic World" - Dillman et al, "Reducing People's Reluctance to Respond to Surveys" <p>(Sections on "Example of a survey with a high response rate" and "Putting the parts together: Some guidelines for applying social exchange")</p>	<ul style="list-style-type: none"> - Reading Memo #1 due in class - Research topic/question for survey of American adults due by Friday
<p>Week 3</p> <p>Jan 30-Feb 3</p>	<p>Sampling/Case Selection</p> <ul style="list-style-type: none"> - Dillman et al, "Covering the Population and Selecting Who to Survey" 	<ul style="list-style-type: none"> - Reading Memo #2
<p>Week 4</p> <p>Feb 6-10</p>	<p>Current Issues in Surveys and Sampling</p> <ul style="list-style-type: none"> - <i>Annual Review of Sociology</i>, "New Developments in Survey Data Collection" 	<ul style="list-style-type: none"> - Reading Memo #3 - Review of treatment of research topic in other surveys
<p>Week 5</p> <p>Feb 13-17</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - Dillman et al, "The Fundamentals of Writing Questions" - Dillman et al, "How to Write Open and Close-Ended Questions" 	<ul style="list-style-type: none"> - Reading Memo #4
<p>Week 6</p> <p>Feb 20-24</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - Dillman et al, "Ordering Questions and Testing for Question Order Effects" - Schutt excerpt on conceptualization and operationalization 	<ul style="list-style-type: none"> - Reading Memo #5 - Conceptualization and operationalization

<p>Week 7</p> <p>Feb 27- March 3</p>	<p>Developing Survey Questions</p> <ul style="list-style-type: none"> - <i>Annual Review of Sociology</i>, article on asking survey questions 	<ul style="list-style-type: none"> - Reading Memo #6
<p>Week 8</p> <p>March 6- 10</p>	<p>Finalizing the Survey</p> <ul style="list-style-type: none"> - Robinson and Leonard, "Finalizing questions and using pre-test strategies" - Optional additional reading on cognitive interviewing: 	<ul style="list-style-type: none"> - Reading Memo #7 - New survey questions should be drafted for cognitive interview pre-tests
<p>Week 9</p> <p>March 13- 17</p>	<p>Qualtrics Workshop</p>	<ul style="list-style-type: none"> - Reading Memo #8 - Survey questions and cognitive interview pre-test due
<p>Week 10</p> <p>March 20- 24</p>	<p>SPRING BREAK</p>	
<p>Week 11</p> <p>March 27- 31</p>	<p>Qualtrics Workshop</p>	<ul style="list-style-type: none"> - Survey questions in Qualtrics

Week 12 April 3-7	Survey Administration <ul style="list-style-type: none"> - Robinson and Leonard, "Pulling it all together to Maximize Response" - Dillman et al, "Web Questionnaires and Implementation" 	<ul style="list-style-type: none"> - Reading Memo #10
Week 13 April 10-14	Missing Data and Recoding Data <ul style="list-style-type: none"> - Weisberg, "Nonresponse Error at the Item Level" & "Postsurvey Error" 	<ul style="list-style-type: none"> - Reading Memo #11
Week 14 April 17-21	Sensitive Topics/Questions <ul style="list-style-type: none"> - Robinson and Leonard, "Special Purpose and Sensitive Questions" - Westbrook and Saperstein, "New Categories are not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys" 	<ul style="list-style-type: none"> - Reading Memo #12 - Survey data analysis due
Week 15 April 24-28	Survey Ethics <ul style="list-style-type: none"> - Weisberg, "Ethics in Surveys" - ASA Code of Ethics <p>http://www.asanet.org/about/ethics.cfm</p> <ul style="list-style-type: none"> - Regnerus, Mark. 2012. "How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study." Social Science Research 41:4, 752-770 (We are reading this as an example of bad research methods/ethics) - Cohen, Philip. 2012. "Bad science on top of stigma for lesbian and gay parents." <p>http://familyinequality.wordpress.com/2012/06/22/bad-science-on-top-of-stigma-for-lesbian-and-gay-parents/</p>	<ul style="list-style-type: none"> - Reading Memo #13
Finals Week		<ul style="list-style-type: none"> - Survey Codebook due

* Course Policies and Resources

🎯 College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social, physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

🏛️ Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

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

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

Online Courses

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will

document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional_information#\(http://www.usg.edu/hb280/additional_information\)](http://www.usg.edu/hb280/additional_information#(http://www.usg.edu/hb280/additional_information)).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

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

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items
