<p align="center">**Memorandum**</p>

To: General Faculty

Date: February 14, 2024

Regarding: Faculty Senate Agenda for February 16, 2024 in Richards Hall, room 102

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1. Call to Order

2. Roll Call

3. Minutes

    A) The January 19, 2024 Faculty Senate Meeting Minutes were approved electronically on February 13, 2024.

4. Administrator Reports

    A) President

    B) Provost

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

    1) General Information Updates

    2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

  A) College of Arts, Culture, and Scientific Inquiry

    1) Department of Computing and Mathematics

        a) CS - 4983 - Directed Research

           Request: Revise

           Changes involve credit hours and prerequisites:

           The department intends to apply for an Undergraduate Research High-Impact Practice designation (UR-3). The current variable credit hours make it difficult to do so and maintain the rigor required for UR-3. This change makes it a 0/3/3 course that can be repeated up to three times, so that the "maximum of 10 hours

credit" becomes "maximum of 9 hour credit". Adding the prerequisite "department consent" means that a student and the advisor for the course must agree on the deliverables before the student can register.

b) MATH - 3203 - Mathematical Probability

Request: Add

This is a renumbering of MATH 4203. It is a prerequisite for the other upper-level statistics courses and should be taken at the beginning of a student's upper-level studies.

c) MATH - 3873 - Statistical Programming

Request: Add

The math program is replacing the Statistics and Actuarial Science track with a track in Applied Statistics and Data Analytics. This course will be taken by students at the beginning of their junior year. It will introduce them to statistical computer programming and give them hands-on experience using current software packages.

d) MATH - 4873 - Advanced Data Analytics

Request: Add

This course is part of the new track in Applied Statistics and Data Analysis. This course will give students knowledge and experience using computationally intensive statistical techniques and machine learning to analyze data and both produce and present results.

e) MATH - 4983 - Senior Project

Request: Revise

Currently all senior projects are done as independent studies. This proposal expands the course from 1 credit hour to 3 credit hours and makes the following changes: (1) Offer the course each spring, with one instructor of record instead of multiple independent studies. Class meetings would be a combination of lectures, student presentations, collaboration among students, and one-on-one time with the professor. (2) Students would be graded on multiple items through the semester in addition to the final presentation and paper, including mini project (possibly as a

group project), progress reports on their final project, and technical assignment using software for mathematical typesetting and presentations.

f) [MATH - 4986 - Internship](#)

Request: Add

This is an optional internship course that a student majoring in mathematics can use in place of or in addition to their senior project. This High Impact Practice course will provide students a number of opportunities that would be difficult or impossible to replicate in a classroom. The internship will give early exposure to the practice of mathematics and statistics in the public or private sector and help with networking and career options.

g) [Mathematics, B.S.](#)

Request: Revise

This proposal changes the tracks in the program. (1) The existing Statistics and Actuarial Science track is replaced with Applied Statistics and Data Analytics. Adding a data analytics component will better prepare students for today's workforce. (2) The program currently has two math tracks, Traditional Mathematics and Applied Mathematics. We are replacing those tracks with a single combined Mathematics Track that will incorporate both pure and applied math courses. Having a single math track will simplify scheduling, increase enrollment in sections that are offered, and will facilitate greater cohesion among our math majors.

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

a) [FORL - 4502 - Methods of Foreign Language Teaching](#)

Request: Revise

The prerequisite of a C or higher in FORL 4501 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases the students' observation and teaching responsibilities. The prerequisite course content provides the foundation from which students expand and apply their knowledge of language acquisition and language teaching pedagogy.

b) [FORL - 4586 - Teaching Internship](#)

Request: Revise

The prerequisites of a C or higher in FORL 4502 and a C or higher in FREN 4000, FREN 4150, FREN 4310, or FREN 4320, or SPAN 4170, SPAN 4012, or SPAN 4013 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. Additionally, the prerequisite requirement of a 4000-level course in the target language will ensure that students are advanced enough in their knowledge of the language and culture to undertake their teaching internship.

c) [FREN - 3000 - French Digital Narratives](#)

Request: Add

This course allows students to engage critically with a range of digital narratives that enable them to apply their knowledge of French language and culture in a theoretical and contextual framework that is new for our program. Students will explore and analyze digital narratives in fields such as journalism, art, generative literature, digital storytelling, and social media.

3) Department of Natural Sciences

a) [BIOL - 1010K - Fundamentals of Biology with Lab](#)

Request: Add

This proposal creates the new course and approves adding it to the core to provide another option for non-science majors to fulfill a lecture and lab requirement in STEM Technology General Education (formerly known as Area D). The combined format (lecture and lab in one course) overcomes the need to overlap content when lecture and lab are delivered by different instructors, in separate sections, and during any semester. This course can be offered online, hybrid, or face-to-face.

b) [PHYS - 3510 - Experimental Physics](#)

Request: Add

This course will replace the two-semester course sequence of PHYS 3511 and 3521. Lecture hours = 1; lab hours = 3; credit hours = 2.

B) University College

1) Department of Civic Engagement and Public Service

   a) CRIM - 1100 - Introduction to Criminal Justice

      Request: Revise

      This proposal adds this course as an option to count in Core Area E (IMPACTS Core Social Sciences). Rationale for including this course in the core includes that an understanding of the criminal justice system and the interactions that occur within it will help students answer the question, "How do I understand human experiences and connections?" Current analysis indicates at least half of the students taking CRIM 1100 are not Criminology majors but are taking it out of interest. Adding this course to the Core would help those interested students progress towards their degree.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items (Addendum II):

A) University College

1) Center for Interdisciplinary Studies

   a) ABRD 5000 – Study Abroad

      Request: New Course

      Rationale: A variable-topic examination related to a specific place and the act of studying there. This course will provide graduate students an opportunity to reflect on different cultures, and to acquire intercultural skills.

   b) ABRD 5985 – Research Abroad

      Request: New Course

      Rationale: Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

2) Department of Civic Engagement and Public Service

   a) CRIM 5100 – Problem-Solving Courts

   Request: New Course

   Rationale: This course has been offered before as a Special Topics course and we are now moving to create a stand-alone prefix for it, as it will be offered as part of our graduate certificate.

   b) CRIM 5200 – Punishment-Solving Courts

   Request: New Course

   Rationale: This course is being added to address a gap within the graduate courses offered, addressing the ways that punishment functions within society. The course will also be offered as part of 2 graduate certificates being created.

   c) CRIM 5334 – Human Trafficking

   Request: New Course

   Rationale: This course has been offered before as a Special Topics course and we are now moving to create a standalone prefix for it, as it will be offered as part of our graduate certificates.

   d) Graduate Certificate in Public Policies, Programs, and Evaluation

   Request: New Program

   Rationale: This certificate will provide students with the knowledge, skills, and abilities to apply evaluation methods to the development and improvement of public policies and programs. This certificate combines appropriate coursework across the disciplines of political science, criminology, and sociology, preparing students for a wide array of public service careers. Further, the program is offered as a standalone certificate, appropriate for students who are already working in the field, though the courses may also be applied to the Masters in Public Administration within the department, should students choose to receive that degree as well.

   e) Graduate Certificate in Social Movement & Change

   Request: New Program

   Rationale: The Graduate Certificate in Social Movement and Change is a interdisciplinary program that integrates courses from Criminology, Sociology,

and Public Administration for a comprehensive understanding. With a flexible structure accommodating diverse professional backgrounds, the program aims to cultivate a community of change agents committed to fostering a more just and equitable society.

B) Richards College of Business

   1) Department of Accounting and Finance

      a) ACCT 6200 – Accounting Innovation through Data

         Request: New Course

         Rationale: As part of our proposal to modify our current MPAcc Progam to achieve a STEM designation, we propose adding ACCT 6200 - Accounting Innovation through Data Analytics. This course focuses on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

C) College of Arts, Culture, and Scientific Inquiry

   1) Department of Anthropology, Psychology, and Sociology

      a) BIOL 6750 – Clinical Neuroscience

         Request: New Course

         Rationale: The course adds depth to our new MS Biology - Biomedical Sciences Concentration offerings. Neuroscience has been a popular clinical undergraduate course. This class offers advanced clinical discussions and rigorous content for graduate students. It is being offered entirely online to maximize enrollment. In addition, the 6000 level designation (because of enhanced rigor) will assist our nonthesis students in achieving the required 15 credit hours at the 6000 level, which has been an issue, particularly for students who attend UWG as undergraduates. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Addendum III)

A) Modifications to sections 104.0208,104.0209, and 104.0210 of the Faculty Handbook.

Rationale: The proposed modifications to sections 104.0208,104.0209, and 104.0210 of the UWG Faculty Handbook incorporate the Board of Regents Policy Changes.

1) The revisions to 104.0208 and 104.0209 bring UWG into compliance with BOR policy regarding Post Tenure Review.

2) Changes to 104.0210 clarify the annual review process for administrative personnel.

7. Old Business

A) Chair-Elect nomination.

8. New Business

A) University space (breakout sessions)

9. Announcements

10. Adjourn

Addendum I

CS - 4983 - Directed Research

2024-2025 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 * | Fall

Desired Effective Year * | 2024

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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Department/School *
> Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education course?* ○ Yes ● No

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

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

Is this a Senate ACTION or INFORMATION item? Please refer to the link below* ● Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

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

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

Course Prefix*
CS

Course Number* 4983

Course Title* Directed Research

Long Course Title

Course Type - DO NOT EDIT* Computer Science

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

Prerequisites Departmental Consent

Corequisites

Frequency - How many semesters per year will this course be offered? 2

Grading* Satisfactory/Unsatisfactory - No IP

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 prposal may need to be submitted.**

Lec Hrs* 0

Lab Hrs* 3.0

Credit Hrs* 3.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

If yes, indicate maximum number of credit hours counted toward graduation.* 9.0

Justification and Assessment

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

Rationale* For credit hours and catalog description changes:

Since this Directed Research course is already on the books, we intend to apply for an Undergraduate Research High-Impact Practice designation (UR-3). The current variable credit hours make it difficult to do so and maintain the rigor required for UR-3.

Effectively this is a change to the credit hours, i.e., making it a 0/3/3 course that can be repeated up to three times. The catalog description changes are clerical in that aspect (i.e., we only changed the "maximum of 10 hours credit" to "maximum of 9 hour credit").

Note that a specific offering of this course could apply for a different UR designation, as-needed.

Rationale for change to Prerequisites:

Previously there were no prerequisites, so we're also changing the prerequisite to "departmental consent" to make it clear a student can't simply register for it on a whim. Effectively, a student and the advisor for the course must come to an agreement on the deliverables before the student can register.

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* 1

Are you making changes to the special fees or tuition that is required for this course?* ⬜ Yes
☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 48138

[Current] Syllabus for CS 4983 Directed Research

Course Number: CS 4983

Course Title: Directed Research

Credit Hours: 0 Lecture /1.0-3.0 Lab/1.0-3.0 Credit Hours

Requisites
- Prerequisites: none
- Corequisites: none

Course Description
Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 10 hours credit. Departmental consent is required for use of this credit toward a major or minor in computer science.

Instructor Contact Information
TBD (note: any faculty may sponsor a directed research project at any time)

Student Learning Outcomes
Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

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

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

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

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

Institutional Policies

See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

[Proposed] Syllabus for CS 4983 Directed Research

Course Number: CS 4983

Course Title: Directed Research

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

Requisites
- Prerequisites: Departmental Consent
- Corequisites: none

Course Description
Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 9 hours credit. Departmental consent is required for use of this credit toward a major or minor in computer science.

Instructor Contact Information
TBD (note: any faculty may sponsor a directed research project at any time)

Student Learning Outcomes
Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

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

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

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

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

Institutional Policies

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MATH - 3203 - Mathematical Probability

2024-2025 Undergraduate New Course Request

Introduction

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Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

Routing Information

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College - School/ Department* `Department of Computing and Mathematics`

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 * MATH

Course Number * 3203

Course Title * Mathematical Probability

Long Course Title

Course Type * Mathematics

Catalog Course Description * A calculus based statistics course with a strong emphasis on probability theory. Exercises are both theoretical and applied, including both discrete and continuous probability distributions such as the binomial and normal. The course provides the underlying theory and mathematically derived techniques of statistics. Hypothesis testing for various parameters and regression are also discussed in this course.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites Prerequisite: MATH 2644

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Concurrent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * ◯ Yes ◉ No

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

Status * ◉ Active-Visible ◯ Inactive-Hidden

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

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

Grading *
Undergraduate Standard Letter

Justification and Assessment

Rationale * This is a renumbering of MATH 4203. It is a prerequisite for the other upper-level statistics courses, and should be taken at the beginning of a student's upper-level studies.

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

1. Recognize and describe discrete and continuous random variables
2. Find probabilities associated with discrete and continuous random variables
3. Use the notation and the language associated with probability
4. Use basic rules of probability
5. Find the mean and variance of discrete and continuous random variables, moment generating functions
6. Understand the interplay of probability and statistical inference

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

        Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
                ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 14

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** N/A

Fee Justification

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

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

Syllabus

Course Number: MATH 3203

Course Title: Mathematical Probability

Credit Hours: 0/0/3

Requisites
- Prerequisites: Math 2644
- Corequisites: none

Course Description

A calculus based statistics course with a strong emphasis on probability theory. Exercises are both theoretical and applied, including both discrete and continuous probability distributions such as the binomial and normal. The course provides the underlying theory and mathematically derived techniques of statistics. Hypothesis testing for various parameters and regression are also discussed in this course.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Recognize and describe discrete and continuous random variables
2. Find probabilities associated with discrete and continuous random variables
3. Use the notation and the language associated with probability
4. Use basic rules of probability
5. Find the mean and variance of discrete and continuous random variables, moment generating functions
6. Understand the interplay of probability and statistical inference

Materials
Textbook: Mathematical Statistics with Application

      Author: Irwin Miller, Manylees Miller

      Edition: 7th

      Old or new edition of the book works for this course.

Schedule
Class meets for 150 minutes each week, typically divided into two 75 minute classes or three 50 minute classes.

Evaluation

- Orientation Quiz
- Homework: Homework is assigned after each section, but are not to be turned in and graded. Homework problems are meant to reflect the sort of questions you can expect in tests and final exam. Problems are selected from Textbook. Discussion worths 10 points in your final grade.
- Tests: There will be three take home exams worth 50 points each.
- Final: A comprehensive exam worths 100 points

Grading scale

- Orientation Quiz 5%
- Discussion 10%
- Three exams 60%
- Final Exam 25%

Grades will be assigned as follows: A: 90-100   B: 80-89   C: 70-79   D: 60-69   F: 0-59

Institutional Policies

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MATH - 3873 - Statistical Programming

2024-2025 Undergraduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

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College - School/ Department* `Department of Computing and Mathematics`

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 * MATH

Course Number * 3873

Course Title * Statistical Programming

Long Course Title

Course Type * Mathematics

Catalog Course Description * This course helps develop programming skills necessary for statistical analysis and data science. Students will learn the basic syntax and functions of the programming language, data organization and visualization, programming, as well as how to use existing packages of the language. Case studies in applied statistics, data science, or machine learning will be discussed.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites MATH 1401

Concurrent Prerequisites

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Corequisites

Cross-listing

Restrictions

Is this a General Education course? * ◯ Yes ⦿ No

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

Status * ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * The math program is replacing the Statistics and Actuarial Science track with a track in Applied Statistics and Data Analytics. This course will be taken by students at the beginning of their junior year. It will introduce them to statistical computer programming, and give them hands-on experience using current software packages.

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

1. Students can write their own algorithms to solve some mathematical or statistical problems.
2. Students have the ability to implement basic data analysis.
3. Students understand how to apply existing software packages to data analytics problems and interpret the results.

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* 10

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

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

Fee Justification

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

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

Math 3873 Statistical Programming

Course description: This course helps develop programming skills necessary for statistical analysis and data science. Students will learn the basic syntax and functions of the programming language, data organization and visualization, programming, as well as how to use existing packages of the language. Case studies in applied statistics, data science, or machine learning will be discussed.

Topics covered in this class include:

Module I: Basics
1.   Installation and setup; directory, workspace, scripts; packages; get help.
2.   Sequences and vectors; basic plot; data types.
3.   Data structure (arrays, data frame, list); data import/export.
4.   The apply function; descriptive statistics and visualization
5.   A case study: simple data analysis.

Module II: Programming
6.   Programming: conditional statements and for loops.
7.   Programming: while loops and functions.
8.   A case study using programming.

Module III: Packages
9.   Regression and visualization with existing software packages.
10. A case study using existing software packages.

 Prerequisites: MATH 1401

Learning Outcomes:
1.   Students can write their own algorithms to solve some mathematical or statistical problems.
2.   Students have the ability to implement basic data analysis.
3.   Students understand how to apply existing software packages to data analytics problems and interpret the results.

Textbook: There is no textbook required. Students are referred to the following books:
- *Introduction to Scientific Programming and Simulation Using R*, by Owen Jones, Robert Maillardet and Andrew Robinson, 2014, CRC Press, Taylor & Francis Group.
- *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data by Wickham & Grolemund. https://r4ds.had.co.nz/*

Software: R and R studio.
Hardware: This course requires the use of a computer.

Grading scale: 90-100 A   80-89.9 B   70-79.9 C   60-69.9 D   <60 F

MATH - 4873 - Advanced Data Analytics

2024-2025 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* `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/Department* `Department of Computing and Mathematics`

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* MATH

Course Number* 4873

Course Title* Advanced Data Analytics

Long Course Title

Course Type* Mathematics

Catalog Course Description* This course introduces computation-intensive statistical approaches and modern machine learning methods. Topics include:

1. R-computing and programming (intermediate to advanced)
2. Rmarkdown
3. Data scraping and text mining
4. Random number simulations
5. Bootstrapping
6. Optimization
7. Regression
8. Analysis of Variance
9. Classification, Clustering
10. Network data analysis

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog](#)

Prerequisites   MATH 3203 and MATH 3873

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ○ Yes   ● No

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

Status* ● Active-Visible   ○ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is part of the new track in Applied Statistics and Data Analysis. This course will give students knowledge and experience using computationally intensive statistical techniques and machine learning to analyze data and both produce and present results.

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

1. Students understand the modern statistical and machine learning techniques for data analysis.
2. Students have the ability to apply the existing Packages to do data analysis and interpret the results.
3. Students can combine their codes and results, and present them to others in a way that is reproducible.

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* 10

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

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

Fee Justification

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

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

Math 4873 Advanced Data Analytics

Course description: This course introduces computation-intensive statistical approaches and modern machine learning methods. Topics include:

1. R-computing and programming (intermediate to advanced)
2. Rmarkdown
3. Data scraping and text mining
4. Random number simulations
5. Bootstrapping
6. Optimization
7. Regression
8. Analysis of Variance
9. Classification, Clustering
10. Network data analysis

Prerequisites: MATH 3203, MATH 3873

Learning Outcomes:
1. Students understand the modern statistical and machine learning techniques for data analysis.
2. Students have the ability to apply the existing Packages to do data analysis and interpret the results.
3. Students can combine their codes and results, and present them to others in a way that is reproducible.

Textbook: There is no textbook required. Students are referred to the following books:
- *Introduction to Scientific Programming and Simulation Using R*, by Owen Jones, Robert Maillardet and Andrew Robinson, 2014, CRC Press, Taylor & Francis Group.
- *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data by Wickham & Grolemund.*
  https://r4ds.had.co.nz/

Software: R and R studio.
Hardware: This course requires the use of a computer.

Grading scale
90-100 A
80-89.9 B
70-79.9 C
60-69.9 D
 <60 F

MATH - 4983 - Senior Project

2024-2025 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 * `Fall`

Desired Effective Year * `2024`

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 *

> Department of Computing and Mathematics

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*
MATH

Course Number* 4983

Course Title* Senior Project

Long Course Title

Course Type - DO NOT EDIT*
Mathematics

Catalog Course Description* A faculty-directed independent research project culminating in the writing of a paper and an oral presentation of the results of the project.

Prerequisites Prerequisite: Senior standing as a mathematics major.

Corequisites

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

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 prposal may need to be submitted.

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale * The senior project is a high-impact practice course in which students work one-on-one with a faculty member (referred to here as their project advisor) on a research project, culminating in a written paper and oral presentation. The senior project functions as a capstone to the BS degree, and we want to make it a more involved experience for the student.

Currently all senior projects are done as independent studies. Students meet with their project advisor a few times during the semester and are graded solely on the final project. We propose to expand the course from 1 credit hour to 3 credit hours and make the following changes:

1. Offer the course each spring, and run it as a course with one instructor of record instead of multiple independent studies. Class meetings would be a combination of lectures, student presentations, time for collaboration among students, and one-on-one time with the professor.

2. Students would be graded on multiple items throughout the semester in addition to the final presentation and paper. The other graded items would include some combination of a mini project (possibly as a group project) during the first half of the semester, written or oral progress reports on their final project, and technical assignment involving using software for mathematical typesetting and presentations.

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 <u>one</u> 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* 10

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 48582

Course Number: MATH 4983

Course Title: Senior Project

Credit Hours: 0/0/3

Requisites
- Prerequisites: Senior Status or permission of the department
- Corequisites: none

Course Description

An extended research project completed under the guidance of the faculty. The content of the project, as well as presentation skills will be developed over the course of the semester and will culminate in a written paper and oral presentation.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Perform a sustained investigation into a specific mathematical topic.
2. Communicate mathematical content orally and in writing.
3. Create effective professional mathematical documents for papers and presentations.

Materials
None

Schedule
Class meetings will be a combination of traditional classroom meetings and one-on-one meetings with the instructor.

Evaluation
- Progress reports on main project
- Technical assignments (LaTeX, Beamer/powerpoint)
- Final paper
- Final presentation

Grading scale
      A: 90-100   B: 80-89   C: 70-79   D: 60-69   F: 0-59

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

MATH - 4986 - Internship

2024-2025 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* `2024`

Routing Information

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* `Department of Computing and Mathematics`

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 * [MATH] **Course Number** * 4986

Course Title * Internship

Long Course Title Mathematics Internship

Course Type * [Mathematics]

Catalog Course Description * A hands-on supervised field experience in mathematics or statistics. Students will create and present a comprehensive portfolio documenting the field experience. This course may be repeated for a total of 6 hours. Grading is S/U.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 6

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

Prerequisites Senior Standing as a Mathematics Major or permission of the department

Concurrent Prerequisites

Corequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * ○ Yes   ⊙ No

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

Status * ⊙ Active-Visible   ○ Inactive-Hidden

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

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

Grading *

Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale * This is an optional internship course that a student majoring in mathematics can use in place of or in addition to their senior project. This High Impact Practice course will provide students a number of opportunities that would be difficult or impossible to replicate in a classroom.

Students will develop and deepen skills such as critical thinking, problem-solving, data analysis, and mathematical modeling while working in a real-world environment. The internship will also give them an early exposure to the practice of mathematics and statistics in the public or private sector, and help with networking and career options.

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

1. Apply what's learned in classes to real-world problems.
2. Explore career alternatives prior to graduation.
3. Develop good work habits and attitudes necessary for job success.
4. Develop communication, interpersonal and other critical skills.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 2

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

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

Fee Justification N/A

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

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

Course Number: MATH 4986

Course Title: Internship

Credit Hours: 0/0/3, 0/0/6

Requisites
- Prerequisites: Senior Status or permission of the department
- Corequisites: none

Course Description

A hands-on supervised field experience in mathematics or statistics. Students will create and present a comprehensive portfolio documenting the field experience.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Apply what's learned in classes to real-world problems.
2. Explore career alternatives prior to graduation.
3. Develop good work habits and attitudes necessary for job success.
4. Develop communication, interpersonal and other critical skills.

Materials
None

Schedule
Will be set by the student's supervisor.

Evaluation
- Work attendance: Satisfactory/Unsatisfactory
- Student portfolio and report: Satisfactory/Unsatisfactory

Grading scale
S: Work attendance and Student portfolio are both Satisfactory
U: Either Work attendance or Student portfolio is Unsatisfactory

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

NOTE: The rationale is not part of the syllabus, but is a required part of the course proposal I'm including it here to keep things organized.

RATIONALE.

This is an optional internship course that a student majoring in mathematics can use in place of or in addition to their senior project. This High Impact Practice course will provide students a number of opportunities that would be difficult or impossible to replicate in a classroom.

Students will develop and deepen skills such as critical thinking, problem-solving, data analysis, and mathematical modeling while working in a real-world environment. The internship will also give them an early exposure to the practice of mathematics and statistics in the public or private sector, and help with networking and career options.

Mathematics, B.S.

2024-2025 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 *** `2024`

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 <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

curriculog@westga.edu.

School/ Department* Department of Computing and Mathematics

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* Mathematics, B.S.

48

Program ID - DO NOT EDIT* 4296

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* The Bachelor of Science in Mathematics program is designed to provide students with a strong foundation in mathematical theory, problem-solving skills, and mathematical applications. This undergraduate degree program offers a comprehensive curriculum that covers a wide range of mathematical topics, equipping students with the knowledge and skills necessary for careers in many government and private-sector fields, including statistics, data analysis, actuarial science, data science, and risk analysis. It also prepares students for graduate studies in mathematics and math education.

All students enrolled in the B.S. degree in mathematics must complete the following courses:

Status* ◉ Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42 Hours

General Education Requirements (Core Curriculum)

(including MATH 1113 in Core Area A and MATH 1634 Core Area D)

Core Area F: 18 Hours

MATH 1113 Precalculus
MATH 1634 Calculus I
MATH 2009 Sophomore Seminar
MATH 2644 Calculus II
MATH 2654 Calculus III
MATH 2853 Elementary Linear Algebra
CS 1300 Introduction to Computing

Major Requirements, Both Tracks: 39 Hours

High-Impact Practice & Professional Preparation: 3 hours

Senior Project and/or Internship. If a student takes both courses, the Math Internship will count as a Math Elective or as an Additional Stats Course.

MATH 4983 Senior Project
MATH 4986 Math Internship

Pure and Applied Mathematics Track

The mathematics track offers students a background in pure and applied mathematics, with emphasis on analytical skills and problem-solving. It will prepare

50

students for further study in mathematics or mathematics education or for a career in industry or government.

Track Requirements: 36 Hours

MATH 3003 Transition to Advanced Mathematics
MATH 3203 Mathematical Probability
MATH 3243 Advanced Calculus
MATH 3303 Ordinary Differential Equations
MATH 4043 Number Theory
MATH 4233 College Geometry

Numerical Analysis or Real Analysis

Choose one of MATH 4013 or MATH 4253

MATH 4013 Numerical Analysis
MATH 4253 Real Analysis

Abstract Algebra or Linear Algebra

Choose one of MATH 4413 or MATH 4513

MATH 4413 Abstract Algebra I
MATH 4513 Linear Algebra I

Combinatorics or Graph Theory

Choose one of MATH 4473 or MATH 4483

MATH 4473 Combinatorics
MATH 4483 Graph Theory

Additional Math or Directed Electives: 9 hours

Choose to take either 9 additional hours of mathematics or 9 hours of courses in a related area.

Additional Math Courses: 9 hours

9 hours of 3XXX or 4XXX MATH, excluding MATH 3703, 3803, 4713, 4753, 4773, 4863

MATH 3873 Statistical Programming and Data Analysis
MATH 4013 Numerical Analysis
MATH 4043 Number Theory
MATH 4213 Mathematical Statistics
MATH 4233 College Geometry
MATH 4253 Real Analysis
MATH 4353 Complex Analysis
MATH 4363 Partial Differential Equations
MATH 4413 Abstract Algebra I
MATH 4423 Abstract Algebra II
MATH 4473 Combinatorics
MATH 4483 Graph Theory
MATH 4513 Linear Algebra I
MATH 4523 Linear Algebra II
MATH 4613 Introduction to Topology
MATH 4803 Analysis of Variance
MATH 4813 Regression Analysis
MATH 4823 Applied Experimental Design
MATH 4833 Applied Nonparametric Statistics
MATH 4843 Introduction to Sampling
MATH 4873 Advanced Data Analytics
MATH 4885 Special Topics in Applied Statistics
MATH 4986 Math Internship

Directed Electives: 9 hours

9 hours of 2XXX or higher courses selected from one of the lists below.

Note: For students taking directed electives, at least 9 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

ACCT, ECON, FINC, MGMT, MKTG

SPMG

BIOL, CHEM, PHYS, GEOL

CS, COMP

PHIL, PSYC, SOCI

General Electives: 21 Hours

Note: For students taking directed electives, at least 9 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

Applied Statistics and Data Analytics Track

This track is designed to offer students a solid background in applied statistics and data analytics. It will prepare students for employment in a wide array of fields that employ data analysis, statistical modeling, data-driven decision-making, and other types of quantitative analysis.

Track Requirements: 36 Hours

MATH 1401 Elementary Statistics
MATH 3203 Mathematical Probability
MATH 3873 Statistical Programming
MATH 4213 Mathematical Statistics
MATH 4803 Analysis of Variance
MATH 4813 Regression Analysis
MATH 4873 Advanced Data Analytics
MATH 4843 Introduction to Sampling

Additional Stats Course

Choose one of MATH 4823, 4883, 4885, OR 4986

MATH 4823 Applied Experimental Design
MATH 4833 Applied Nonparametric Statistics
MATH 4885 Special Topics in Applied Statistics
MATH 4986 Math Internship

Directed Electives: 9 Hours*

Three courses numbered at or above the 2000-level from one of the lists below.

At least 12 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

ACCT, ECON, FINC, MGMT, MKTG

SPMG

BIOL, CHEM, PHYS, GEOL

CS, COMP

PHIL, PSYC, SOCI

General Electives: 21 Hours*

At least 12 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

Total: 120 Hours

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> 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 <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
 For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* 1. Data analytics is a fast-growing field that plays a crucial role in analysis and data-driven decision-making in many organizations. Adding a data analytics component will help better prepare our students to be a part of today's workforce. Thus we are replacing the Statistics and Actuarial Science track with a track in Applied Statistics and Data Analytics.

2. We currently have two math tracks, Traditional Mathematics and Applied Mathematics. We are replacing those tracks with a single combined Mathematics Track that will incorporate both pure and applied math courses. Having a single math track will simplify scheduling, increase enrollment in sections that are offered, and will facilitate greater cohesion among our math majors. Students in this track will have the option of taking directed electives concentrating in an outside area (economics/finance, natural sciences, computing, social sciences) where the math can be applied.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. SLO 1: Students will demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.

SLO 2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.

SLO 3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.

SLO 4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@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 documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. 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.

Bachelor of Science
Mathematics (CIP 270101)

Student Learning Outcome	Strategic Plan Connection
L1: Students will demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.	Relevance, Placemaking, Competitiveness
L2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.	Relevance, Competitiveness

L3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.	**Relevance, Competitiveness**
L4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.	**Relevance, Competitiveness**

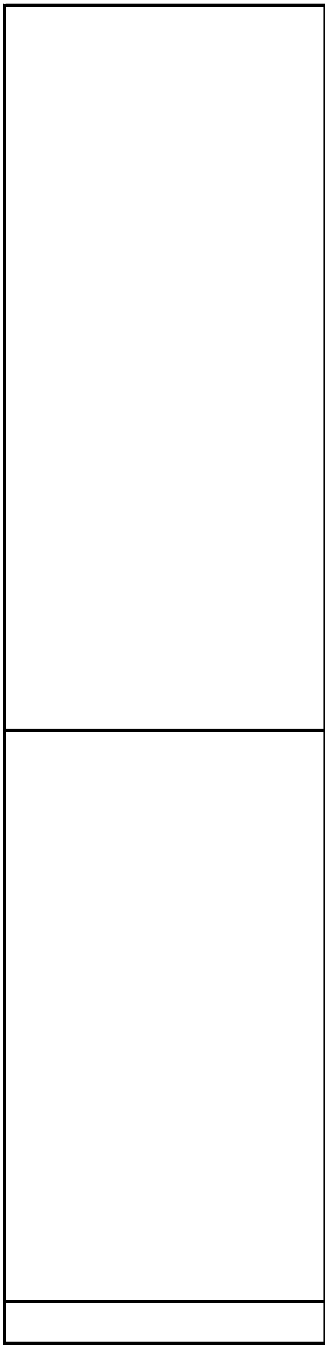| Measure/Method |
| --- |
| During their last semester students take the Math 4983 Senior Project course. The project is to complete a research project or rewrite and explain a classical result with a proof and then give an oral presentation. Both are graded by the supervising professor as follows: 30% for the writing process, 30% for the mathematical content and clarity of the proofs and finally 40% for the oral presentation, slides and handling of the questions. The writing of the proofs reflect the level of understanding, and the clarity of the oral presentation. Data is reported as the total number of students achieving the success criterion |
| All students enrolled in MATH 2644 (calculus II) are used for this assessment. The students' knowledge of the calculus will be assessed by having them complete problems involving the following subtopics: (i) integration techniques, (ii) volumes and areas, (iii) arclength/parametric/polar calculus, and (iv) sequences/series. The problems will be included as part of an exam or assignment. Each student will be given a score from 0-5 in each subtopic. Each student's overall score will be the mean of their four subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the average of overall scores will be included in the report. |

All students who complete MATH 3003 are used for this assessment. The students' knowledge of the foundational aspects of mathematics will be assessed by having them complete problems involving the following subtopics: (i) set theory, (ii) logic, and (iii) elementary number theory or functions. These problems will be administered as part of their final exam or as parts of other summative exams given during the semester. Each student will be given a score from 0-5 in each subtopic. Subtopic (iv), proof writing, will be assessed by examining at least two proofs written by each student either as a part of their final exam or as assigned homework during the second half of the semester. The proofs will be scored based on correctness, rigor, and clarity of writing. Each student will be given a score of 0-5 on their proof writing. Each student's overall score will be the mean of their four subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the

All students who complete MATH 4213 are used for this assessment. The students' ability to use statistical methods to analyze real-world problems will be assessed by having them complete problems involving the following subtopics: (i) sampling distributions, (ii) estimation methods, (iii) properties of estimators, and (iv) regression. The problems will be completed as a part of the student's final exam or as graded assignments given during the second half of the semester. Each student will be given a score of 0-5 on each subtopic. Each student's overall score will be the mean of their subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the average of overall scores will be included in the report.

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results
A score of 70% or higher on the three criteria combined as outlined in "measure/method"				
A score of 70% or more on an assessment.				

A score of 70% or more on the assessment.		63		

Improvement Plan

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within

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.

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.

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.

DEPARTMENT:	Computing and Mathematics					
PROGRAM:	Mathematics	COURSES	**PL-SLO 1** L1: Demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.	**PL-SLO 2** L2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.	**PL-SLO 3** L3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.	**PL-SLO 4** L4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.
1	MATH 1113	I			
2	MATH 1634	I	I		
3	MATH 2009	I	I	I	
4	MATH 2063	I	I	I	I
5	MATH 2644	R	M (A)		
6	MATH 2654	M	R	I	
7	MATH 2853	I	R	I	
8	MATH 3003		I	M (A)	
19	MATH 3203	R	R	R	R
9	MATH 3243		M	M	
10	MATH 3303	R	R	R	
11	MATH 3353		M	M	
39	MATH 3783				M
12	MATH 3805	I	R	M	
13	MATH 3825	I	R	M	
14	MATH 4003	R	R	R	
15	MATH 4013	M	R	M	

University of West Georgia Office of Institutional Effectiveness and Assessment

the course.		16	MATH 4043	R	R	M	
		17	MATH 4103	R	R	M	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**	18	MATH 4153	R	M	R	
		20	MATH 4213	M	M	M	R,M,A
		21	MATH 4233	R	M	M	
		22	MATH 4253	R	M	M	
		23	MATH 4313	R	M	M	
		24	MATH 4353	R	R	M	
		25	MATH 4363	R	R	M	
		26	MATH 4413	I	R	M	
		27	MATH 4423	R	M	M	
		28	MATH 4473	R	I	M	
		29	MATH 4483	R	I	M	
		30	MATH 4513	R	R	M	
		31	MATH 4523	M	M	M	
		32	MATH 4613	R	M	M	
		39	MATH 4783				M
		33	MATH 4803	M	M	M	R
		34	MATH 4813	M	M	M	R
		35	MATH 4823	M	M	M	R
		36	MATH 4833	M	M	M	R
		37	MATH 4843	M	M	M	R
		38	MATH 4853	I	R	R	R
		39	MATH 4983	M (A)	M	M	R

2024-2025
Program Map
Bachelor of Science in Mathematics
Pure and Applied Mathematics Track

YEAR 1					

YEAR 1

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
A1: ENGL 1101	3		A1: ENGL 1102	3	
F, A2: MATH 1113	4		F, D2: MATH 1634	4	
E1: HIST 1111 or 1112	3		F: MATH 2009	1	
B2: XIDS 2001 or 2002	1 or 2		E2: HIST 2111 OR 2112	3	
D1: Science + Lab	4		F: CS 1300	4	
SEMESTER TOTAL	15 or 16		SEMESTER TOTAL	15	

Milestones	Milestones
● Complete ENGL 1101; Required to earn C or higher. ● Complete MATH 1113; Required to earn C or higher. ● Complete Core A2	● Complete ENGL 1102; Required to earn C or higher. ● Complete MATH 1634 with C or better ● Complete Core D2 ● Complete Core A1

YEAR 2

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
F: MATH 2644	4		F: MATH 2654	4	
F: MATH 2853	3		M: MATH 3003	3	
B1: Written and Oral Communication	3		M: MATH 3203	3	
Elective	3		D1: Science + Lab	4	
Elective	3				
SEMESTER TOTAL	16~~13~~		SEMESTER TOTAL	14	

Milestones	Milestones
● Complete MATH 2644 with C or better ● Complete Core B	● Complete Calculus Sequence ● Complete Core D1 ● Complete Core F

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
M: MATH 3243	3	M: MATH 4233	3
M: MATH 4043	3	M: MATH 4473 or 4483	3
M: MATH 3303	3	M: MATH Elective	3
C2: Humanities	3	Elective	3
E4: Social Science	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
E3: POLS 1101	3	C1: Fine Arts	3
M: MATH 4413 or 4513	3	M: MATH 4983 or 4986	3
M: MATH 4013 or 4253	3	M: MATH Elective	3
M: MATH Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
● Complete Core E		● Complete Core C ● Complete Core Curriculum ● Complete Math Requirements ● Complete 120 Credit hours	

2024-2025
Program Map
Bachelor of Science in Mathematics
Applied Statistics and Data Analytics Track

YEAR 1					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
A1: ENGL 1101	3		A1: ENGL 1102	3	
F, A2: MATH 1113	4		F, D2: MATH 1634	4	
E1: HIST 1111 or 1112	3		F: MATH 2009	1	
B2: XIDS 2001 or 2002	1 or 2		E2: HIST 2111 OR 2112	3	
D1: Science + Lab	4		F: CS 1300	4	
SEMESTER TOTAL	15 or 16		SEMESTER TOTAL	15	

Milestones	**Milestones**
- Complete ENGL 1101; Required to earn C or higher. - Complete MATH 1113; Required to earn C or higher. - Complete Core A2	- Complete ENGL 1102; Required to earn C or higher. - Complete MATH 1634 with C or better - Complete Core D2 - Complete Core A1

YEAR 2					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
F: MATH 2644	4		F: MATH 2654	4	
F: MATH 2853	3		M: MATH 1401	3	
B1: Written and Oral Communication	3		M: MATH 3203	3	
Elective	3		D1: Science + Lab	4	
Elective	3				
SEMESTER TOTAL	16		SEMESTER TOTAL	14	

Milestones	**Milestones**
- Complete MATH 2644 with C or better - Complete Core B	- Complete Calculus Sequence - Complete Core D1 - Complete Core F

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
M: MATH 4213	3		M: MATH 4813	3
M: MATH 3873	3		M: MATH 4873	3
M: MATH 4803	3		M: Directed Elective	3
C2: Humanities	3		Elective	3
E4: Social Science	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
E3: POLS 1101	3		C1: Fine Arts	3
M: MATH 4843	3		M: MATH 4983 or 4986	3
M: MATH 4823 or 4833 or 4885	3		M: Directed Elective	3
M: Directed Elective	3		Elective	3
Elective	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
● Complete Core E			● Complete Core C ● Complete Core Curriculum ● Complete Math Requirements ● Complete 120 Credit hours	

FORL - 4502 - Methods of Foreign Language Teaching

2024-2025 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 * `Fall`

Desired Effective Year * `2024`

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 *

> College of Arts, Culture, and Scientific Inquiry

> Department of English, Film, Language, and Performing Arts

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*
FORL

Course Number* 4502

Course Title* Methods of Foreign Language Teaching

Long Course Title Methods of Foreign Language Teaching

Course Type - DO NOT EDIT*
Foreign Language

Catalog Course Description* A course designed for students to develop skills and strategies in teaching and planning foreign language instruction at the secondary level.

Prerequisites Prerequisites: Admission to Teacher Education program and College of Education field experience documentation required. Grade of C or above in FORL 4501.

Corequisites

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

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 prposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale* The prerequisite of a C or higher in FORL 4501will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. Moreover, the prerequisite course content provides the foundation from which students expand and apply their knowledge of language acquisition and language teaching pedagogy. This change thus provides the best possible sequencing to ensure the success of students in the certification program. The prerequisite requirement of admission to the Teacher Education program and College of Education field experience documentation remain unchanged by this proposal.

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

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* 5

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes

☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 48296

FORL 4502: Methods of Teaching Foreign Languages

Course Information

Course Description
This course, designed primarily for future and novice language teachers, introduces students to theories of first and second language development as observed in a minimum of 20 hours of field experience in a P-5 school. It is a requirement for all students completing the P-12 initial certification track in French or Spanish.

Prerequisites:
Teacher Education Admission TE and Educ. Field Experience Appl FE
FORL 4501

This course is 100% online. Please check your CourseDen regularly for updates from your instructor or from the university regarding CourseDen.

Course Objectives and Learning Outcomes
By the end of the course, the student will be able to:
1. describe and identify a number of FL teaching strategies and develop lesson plans representative of each for various grade levels
2. demonstrate familiarity with the state standards and the National Standards for Foreign Language Learning
3. identify and discuss issues of importance for FL teachers
4. discuss her/his rationale for the teaching of FLs
5. develop materials appropriate for the teaching of FLs

Required Textbooks:
Hall, Joan Kelly (2001). Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom. Pearson
-Other readings on CourseDen.

This course incorporates the following INTASC principles:

(#1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
(#3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
(#4) The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance knowledge.
(#6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
(#7) the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

This course is based in part on the following National Standards for Foreign Language Learning. These standards form the basis for the Georgia Performance Standards (GPS), which form the basis for language education in Georgia. For more information on the GPS, see the following website: https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLa tin.aspx

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken and written Spanish and French on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas in Spanish and French to an audience of listeners or readers on a variety of topics.
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of Hispanic and Francophone cultures.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic and Francophone cultures.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish and French.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish and French languages and their cultures. Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English and French and English.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic and Francophone cultures and their own.

Standard 5.1 Students use Spanish and French both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using Spanish and French for personal enjoyment and enrichment.

Written Assignments

This course is a Discipline-Specific Writing (DSW) course. You will be completing both "writing to communicate" and "writing to learn" assignments.

Writing to Communicate

You will submit 4 written observation reports of classes you have visited during your field visits. These will be culled from your notes on all of the classes you observed. (All of your observation notes must also be turned in.) Guidelines for these reports are posted on CourseDen.

Writing to Learn

1. Discipline-Specific (French or Spanish) Lesson Plans. These will be assigned at various times during the semester.
2. Discipline-Specific (French or Spanish) Unit Plan. This will be due at the end of the semester and be uploaded as an assignment on CourseDen.

Classroom Observations

As part of this course, you will observe public school classrooms for a total of 20 hours. To guide you in your observations, you will use the specific assignments that have been given. You will receive your school placements from your instructor. The nature of these observations will be discussed.

*Note: If you are taking this course at the same time as SEED 4271/4271L, you will be placed in a middle school and high school. The 20 hours of required observations for FORL 4502 must be completed in either the middle school OR the high school, not both.

Field Experience Application

Students also need to complete an application for field experience in order to have access to assigned schools for course field experiences (FORL 4501 and 4502) and internship, FORL 4586. Students cannot register for these classes until the application is complete. For questions, please reach out to the director(s) and the Office of Field Experience.

Grading

Written Assignments 40%
Midterm 10%
Quizzes 15%
Final Unit Plan Project 20%
Participation (Discussion Postings) 15%

Attendance Policy / Late Policy

As a student in this class, you are completing the Professional Education sequence of courses required for certification. At this point, I consider you a novice teacher and expect you to exhibit the professional behavior required of teachers. On days that you are scheduled to observe and/or teach in the schools, you must wear professional clothing. If you are unable to complete an assignment before it's due date, please look at the END date, this is my late policy for submitting assignments past their due dates. You do not have to email me if you submit your assignment after the due date BUT before the END date. If you miss the END date, you must email me to grant you access to submit an assignment because of a documented reason, or extraneous circumstances.

Grading Information and Policy

Grading structure and point scale

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

UWG Policies

Common Language for Course Syllabi

For more information on the Americans with Disabilities Act, Accessibility Services, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus website.

Rationale for Additional Prerequisite:

FORL 4501 and FORL 4502 are courses that provide future language teachers with foundational skills in the field of first and second language acquisition. These courses are important steps in the International Languages and Cultures Program's Foreign Language P-12 Certification in Spanish and French as they are where students connect the content that they learn in their courses to experiences in real language-learning classrooms. While these courses are taken in conjunction with various education courses provided by the College of Education, these FORL courses are the heart of our language certification program as it is in these courses where students are introduced to targeted, degree-specific instruction. ILC provides these language-based courses that center on first and second-language development, acquisition and current language teaching methodology. In addition to gaining these foundational skills, students are required to complete a minimum of 20 hours of field experience in a participating school in each of these courses. Both FORL 4501 and 4502 are scaffolded so that the first level (4501) introduces students to theories of language development through observations in a P-5 school. Students are asked to summarize these theories and apply this knowledge in discussions of observations of language students and first language learners. FORL 4502 focuses on students developing skills and strategies in language teaching and planning. In addition to developing teaching plans and materials in FORL 4502, students complete field experiences at the secondary level during which they are asked to do small classroom tasks in addition to observing. These two courses are designed to be in sequence, 4501 before 4502, so that students move from observation and discussion to application and development. These are necessary skills for the last level in the certification track, FORL 4586, which is an internship in a secondary school where the student is teaching and participating in the target language 5-days a week.

The scaffolding of these courses is clearly delineated in the respective course outcomes and learning objectives (see below) and incorporated into the INTASC principles.

We ask that the addition of the prerequisite of FORL 4501 be added to this course to ensure that students stay in the sequence of courses and to help inform students of the existing scaffolding of the certification program.

FORL 4501:
By the end of this course, students will:
1. Summarize theories of first and second language development

2. Apply their knowledge of theories in discussions of observations of language students and first language learners

3. Examine the impact of research in anthropology and education in the development of language teaching methodology and the adoption of the National Standards for Language Learning (see www.actfl.org)

FORL 4502:
By the end of the course, the student will be able to:
1. describe and identify a number of FL teaching strategies and develop lesson plans representative of each for various grade levels
2. demonstrate familiarity with the state standards and the National Standards for Foreign Language Learning
3. identify and discuss issues of importance for FL teachers
4. discuss her/his rationale for the teaching of FLs
5. develop materials appropriate for the teaching of FLs

FORL 4586:
By the end of this course, the student will be able to:
1. develop lesson and unit plans that incorporate the various modes of communication as they are described by the National Standards for Foreign Language Learning.
2. develop classroom activities that address various learning styles
3. demonstrate familiarity with the GPS (Georgia Professional Standards) and the National Standards by using them as a framework for lesson and unit planning
4. develop and use materials appropriate for the teaching of FLs
5. demonstrate the ability to assess student learning and adjust teaching strategies according to assessment outcomes
6. demonstrate effective classroom management strategies

Additional Resources:

French P-12 Certification Track Program Map
Spanish P-12 Certification Program Map

FORL - 4586 - Teaching Internship

2024-2025 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 * `Fall`

Desired Effective Year * `2024`

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 *

> College of Arts, Culture, and Scientific Inquiry

> Department of English, Film, Language, and Performing Arts

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* FORL

Course Number* 4586

Course Title* Teaching Internship

Long Course Title

Course Type - DO NOT EDIT* Foreign Language

Catalog Course Description* This course consists of teaching in a public school under the supervision of an experienced, qualified classroom teacher. Students whose programs require a 3 hour, 2 semester internship may repeat the course for a total of 6 hours. These students may take the first three hours after completing two FORL courses.

Prerequisites Prerequisites: Admission to Teacher Education program and College of Education field experience documentation required. Prerequisites of a C in FORL 4502 and a C or higher in FREN 4000, FREN 4150, FREN 4310, or FREN 4320, or SPAN 4170, SPAN 4012, or SPAN 4013.

Corequisites

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

Grading* Satisfactory/Unsatisfactory - No IP

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 prposal may need to be submitted.

Lec Hrs*   0

Lab Hrs*   14.0 - 40.0

Credit Hrs*   3.0 - 9.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	N/A

Justification and Assessment

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

Rationale*   These prerequisites of a C or higher in FORL 4502 and a C or higher in FREN 4000, FREN 4150, FREN 4310, or FREN 4320, or SPAN 4170, SPAN 4012, or SPAN 4013 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. Moreover, the prerequisite course content provides the foundation from which students expand and apply their knowledge of language acquisition and language teaching pedagogy. Additionally, the prerequisite requirement of a 4000-level course in the target language will ensure that students are advanced enough in their knowledge of the language and culture to undertake their teaching internship. This serves to enhance their professional profile as they begin interacting with students, teachers in the field, and potential employers. These changes thus provide the best possible sequencing to ensure the success of students in the certification program. The prerequisite requirement of admission to the Teacher Education program and College of Education field experience documentation remain unchanged by this proposal. The designated 4000-level courses are offered annually so students will be able to move forward in the sequence.

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 <u>one</u> 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* 5

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 48297

FORL 4586: Teaching Internship

Course Information

This course consists of teaching in a public school under the supervision of an experienced, qualified classroom teacher. Students whose programs require a 3 hour, 2 semester internship may repeat the course for a total of 6 hours. These students may take the first three hours after completing two FORL courses.

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FE

FORL 4502

Minimum of C in at least one SPAN or FREN 4000-level course taught in the target language.

Course Objectives and Learning Outcomes
By the end of this course, the student will be able to:
1. develop lesson and unit plans that incorporate the various modes of communication as they are described by the National Standards for Foreign Language Learning.
2. develop classroom activities that address various learning styles
3. demonstrate familiarity with the GPS (Georgia Professional Standards) and the National Standards by using them as a framework for lesson and unit planning
4. develop and use materials appropriate for the teaching of FLs
5. demonstrate the ability to assess student learning and adjust teaching strategies according to assessment outcomes
6. demonstrate effective classroom management strategies

Field Placement

Students are expected to begin attending their field placement on the first full school day in your assigned partici-pating school (following field experience orientation at UWG). They should attend every day for the full school day, following the school calendar of their field placement. This means that they should take holidays and breaks with the school (note: these may differ from the UWG calendar). The field experience will end December 6, 2024.

Six teaching observations must be scheduled over the course of the semester. Meetings will be scheduled in coordination with the teacher candidate, the cooperating teacher, and the university supervisor.

Required Materials
Lesson Plan Template (copy and paste it into a word document and delete my instructions, but leave the categories in the left column). Be sure to provide me with a copy of any handouts that you give the class.
You will need to use the lesson plan template for all plans. It is available on CourseDen.

Evaluation

Evaluation is based on internship experiences (observations, lesson plans, unit plans), journals, and membership in a professional language organization.

Your final grade of S (satisfactory) or U (unsatisfactory) will be assigned based on your work in the classroom, membership in a professional language organization and reflection assignments. Failure to complete any of these components will result in an automatic U, and the university will not recommend you for certification. You will be required to complete a professional development plan prior to re-taking the internship.

See grading criteria/breakdown for how the S and U grades will be calculated.

*If an intern has an absence, it **must** be documented with a doctor's/court/police, etc. excuse and the student teacher is responsible for providing the cooperating teacher with all lesson plans and materials prior to the absence. If the intern does not provide lesson plans and materials prior to an absence, this is grounds for receiving a "U" for the semester .*

If more than 3 absences are taken, an automatic "U" for the course is given.

Criteria

Teaching Observations	Students will be evaluated on **6** separate observations.	30%
Lesson Plans	Students will submit **6** lesson plans (corresponding to their field observations).	30%
Reflection Assignments	Students will complete **4** Reflection Assignments during the course of the field experience.	40%

Grade Breakdown

90 – 100 = A (Satisfactory)

80 – 89 = B (Satisfactory)

70 – 79 = C (Satisfactory)

60 – 69 = D (Unsatisfactory)

0 – 59 = F (Unsatisfactory)

Assignments

Teaching Observations:
I will provide detailed feedback for each teaching observation. Grade will be based upon lesson content, organization/pacing, use of L2, and classroom management.

Traditional student teachers: You will be observed a minimum of 6 times.

Send your class block schedule, indicating your CT's planning period and what blocks you will be teaching. Remember to check your school schedule and indicate any special schedules or testing (fall break, meetings, etc.).
Once I have received your schedules, I will send out a proposed schedule of observations.

Lesson Plans:
Lesson Plans must be submitted using the Lesson Plan template (located on CourseDen), and must include any PowerPoints, handouts, or links that may be used. I will provide detailed feedback on the lesson plans.
Prior to your observation, email me a copy of your lesson plan for that day no later than noon the day before your observation (i.e. If the observation is scheduled for Tuesday, I should receive your lesson plan by noon on Monday; if I observe you on Monday, I must have your lesson plan by noon on Friday). This must be prepared according to the format posted on CourseDen. Also send parking instructions, time and room number of your class, and main office sign-in instructions. Your observation will be cancelled if I do not receive your lesson plan by noon the day prior to your observation. Failure to send lesson plans more than once is grounds for a grade of Unsatisfactory.
I reserve the right to do unannounced observations at any point during the semester. Additionally, you may be observed by another representative of UWG at any time.

Reflection Assignments:
You will submit at four assignments via CourseDen each month. These assignments will be due on Fridays at 11:59 pm. Assignments will be posted at the beginning of the month they are due. Be sure to read these assignments in AD-VANCE of the due date. You will need to prepare for them. Reflection assignments must be submitted to the dropbox on CourseDen by the date indicated on the syllabus. They will be evaluated using the provided rubric.

This course is also based in part on the following ACTFL Program Standards for the Preparation of Foreign Language Teachers:

Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Standard 2.a. Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

Standard 2.c. Integrating Other Disciplines In Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.

Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Standard 4.a. Understanding and Integrating Standards In Planning. Candidates demonstrate an understanding of the goal areas and standards of the *Standards for Language Learning* and their state standards, and they integrate these frameworks planning.

Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use curricular goals to evaluate, select, design, and adapt instructional resources. **Standard 5.a. Knowing assessment models and using them appropriately**. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.

Standard 5.b. Reflecting on assessment. Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction. **Standard 5.c. Reporting assessment results**. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and

understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

This course is based in part on the following National Standards for Foreign Language Learning:

These standards form the basis for the Georgia Modern Language Performance Standards (GPS), which is the basic curricu-

lum for all public school teachers in Georgia. For more information on the GPS, see the following website: https://www.geor-giastandards.org/standards/pages/BrowseStandards/ModernLanguageLa tin.aspx

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken and written Spanish or French on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas in Spanish or French to an audience of listeners or readers on a variety of topics.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of Hispanic or Francophone cultures.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic or Francophone cultures.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish or French.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish or French language and its cultures.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish or French and English.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic or Francophone cultures and their own.

Standard 5.1 Students use Spanish or French both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using Spanish or French for personal enjoyment and enrichment.

UWG Policies

Common Language for Course Syllabi

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Rationale for Additional Prerequisite:

FORL 4586 is the culminating course in the sequence of FORL 4501 and FORL 4502 which provide future language teachers with foundational skills and teaching methods in the field of first and second language acquisition. These courses are important steps in the International Languages and Cultures Program's Foreign Language P-12 Certification in Spanish and French as they are where students connect the content that they learn in their courses to experiences in real language-learning classrooms. While these courses are taken in conjunction with various education courses provided by the College of Education, these FORL courses are the heart of our language certification program as it is in these courses where students are introduced to targeted, degree-specific instruction and experiences. ILC provides these language-based courses that center on first and second-language development, acquisition and current language teaching methodology. In both FORL 4501 and 4502, students are required to complete a minimum of 20 hours of field experience in a participating school. Both courses are scaffolded so that the first level (4501) introduces students to theories of language

development through observations in a P-5 school and the second level (4502) asks students to develop skills and strategies in language teaching and planning through observations and tasks in a secondary school. These are necessary skills for this internship course which is designed to be the last teaching-based course in the certification track. In addition to this course, students will take their language-specific (FREN or SPAN) Senior Capstone course, ideally all in the student's final semester before graduation. Sometimes students fall out of sequence and must take the internship in a semester prior to their last semester. Because of this, we ask that a prerequisite of FORL 4502 be added as well as the prerequisite of a minimum grade of C in at least one SPAN or FREN 4000-level course taught in the target language. The prerequisite of FORL 4502 helps reiterate the importance of the sequencing of the FORL courses in the language certification track and ensures that students enter the internship having already completed field experiences in both P-5 and secondary levels. The addition of a required 4000-level course ensures that students enter into the internship with an appropriate language proficiency level as evidenced by successful completion of at least one 4000-level language course in the target language. This prerequisite is specifically written not to limit students, but rather to ensure that our students are adequately supported and prepared for a successful internship and teaching experience in the target language. Many times, the schools with which our students complete their internships are the first to offer our graduates teaching positions. It's our responsibility to provide our students the best opportunity for success as students in our courses and beyond.

Additional Resources:
French P-12 Certification Track Program Map
Spanish P-12 Certification Program Map

FREN - 3000 - French Digital Narratives

2024-2025 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* `2024`

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

`Department of English, Film, Language, and Performing Arts`

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

Is this a College of Education course?*   ◯ Yes   ⦿ No

Is this an Honors College course?* ☐ Yes ☑ No

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

Course Information

Course Prefix* FREN

Course Number* 3000

Course Title* French Digital Narratives

Long Course Title French Digital Narratives

Course Type* French

Catalog Course Description* This course introduces students to theories, methods, and techniques of digital narratives in the French-speaking world. Students will examine narrative conventions, multimodal approaches to contemporary storytelling and cultural and theoretical perspectives that the authors exhibit. Through culturally contextualized case-studies, students will explore and analyze digital narratives in fields such as journalism, art, generative literature, digital storytelling and social media. Students will also apply and develop their language and cultural knowledge through hands-on projects that apply digital narrative techniques and methods.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites FREN 2001

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ◯ Yes ⦿ No

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

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Grading* [Undergraduate Standard Letter]

Justification and Assessment

93

Rationale * This course allows students to engage critically with a range of digital narratives that enable them to apply their knowledge of French language and culture in a theoretical and contextual framework that is new for our program. With this course we will expand our ability to contribute to the growing field of digital humanities and foster important relationships between culture, language, technology, and global perspectives. It builds critical reading, thinking, and analytical skills through intercultural and contextualized cases-studies of events, topics, and perspectives that shape the contemporary French-speaking world. With its two-pronged emphasis on exploring twenty-first century narrative techniques, methods, and models and producing culturally-contextualized projects, the course also builds the intercultural communication skills and awareness that the contemporary globalized workforce requires. Additionally, this course provides students not only with skills that are extremely relevant in the university and workplace, but also with knowledge that empowers them to contribute responsibly and creatively to a complex twenty-first century global society. The prerequisite of FREN 2001 acknowledges that intermediate language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the state of Georgia is globally connected and increasingly multilingual. Moreover, the course prerequisite and the course design and content represent strategic planning to create multiple pathways that allow students to achieve their degree goals.

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

1. Students will apply knowledge of theories and methods of digital narratives.

2. Students will apply their language and cultural knowledge to analyze a variety of intercultural contexts.

3. Students will adapt written and oral communication to specific rhetorical purposes and audiences to develop skills needed to focus on a contemporary/enduring topic, question or problem, including the potential of extended research projects.

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 94

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   14

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

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

Fee Justification

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

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

FREN 3000 French Digital Narratives (3 credits)

Course Description and Objectives

This course introduces students to theories, methods, and techniques of digital narratives in the French-speaking world. This intermediate language and culture course equips students with critical thinking, comparative frameworks, and intercultural awareness that position them to participate more responsibly and effectively in an increasingly connected and globalized world. We will examine narrative conventions, multimodal approaches to contemporary storytelling and cultural and theoretical perspectives that the authors exhibit. Through culturally contextualized case-studies, students will explore and analyze digital narratives in fields such as journalism, art, generative literature, digital storytelling and social media. Additionally, this course allows students to apply and develop their language and cultural knowledge through hands-on projects that apply digital narrative techniques and methods to present cross-cultural examinations of a variety of events, topics, and perspectives that shape the contemporary French-speaking world.

Learning Outcome

1. Students will apply knowledge of theories and methods of digital narratives.
2. Students will apply their language and cultural knowledge to analyze a variety of intercultural contexts.
3. Students will adapt written and oral communication to specific rhetorical purposes and audiences to develop skills needed to focus on a contemporary/enduring topic, question or problem, including the potential of extended research projects.

Prerequisites
FREN 2001. Credit hours apply towards the minor and major in French.

Course Requirements
-Produce a minimum of 6 mini-projects throughout the semester as culminating, creative assessments of learning modules
-Create a digital portfolio to house their projects, research and reflections from throughout the course
-Build one culminating project or expand a mini-project that can be exhibited publicly or expanded into a research project

Honor Code and UWG Policies:

The University Honor Code is in effect for all written assignments and exams. Please read the provisions of the Honor Code carefully, and make certain that you understand and follow them. Violations of the Code will not be tolerated.

In addition to the Honor Code, you should review the University's policies on the Americans with Disabilities Act, Email, and Credit Hours, as these change periodically.
You can view the Honor Code and other policies here:

https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

I expect you to do all of your own work. Initial instances of academic dishonesty (i.e. plagiarizing on an assignment or cheating on a quiz/exam) will result in a grade of 0 for that assignment/quiz/exam. Additional instances of academic dishonesty will result in a failing grade for the course. I will report all instances of academic dishonesty to the Office of Student Conduct.

BIOL - 1010K - Fundamentals of Biology with Lab

2024-2025 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 * `2024`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department * `Department of Natural 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* BIOL

Course Number* 1010K

Course Title* Fundamentals of Biology with Lab

Long Course Title Fundamentals of Biology with Lab

Course Type* Biology

Catalog Course Description* An introduction in basic biological phenomena. Emphasis will be placed on how to ask scientific questions and use data to understand life on earth. The focus is on humans and processes within the human biology. Students will use scientific method and laboratory procedures to analyze data, solve problems, and explain nature. Lessons on biological molecules, cells, organ systems, genetics, biological diversity, and the interaction of man with his environment integrate laboratory exercises with the topic. This course equips students to solve problems using an analytical approach and to exchange information within a group.

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* 1

Credit Hrs* 4

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites

99

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * ● Yes   ○ No

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

Status * ● Active-Visible   ○ Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered? `3`

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale* With successful completion of learning outcomes of this proposal, non-science majors achieve science literacy. Science literacy is presently achieved by the Biology Program using separate lecture and laboratory courses, namely, BIOL 1010 and BIOL 1010L. Historically, these separate courses have serviced large scale demand for seats most efficiently. Changing enrollment patterns and rise of competing options in Astronomy and Geology programs has tempered demand. With this changing environment comes opportunities to repurpose sections of Biology to deliver science literacy using best practices for learning.

Approval of this proposal provides another option for non-science majors to fulfill a lecture and lab requirement in STEM Technology General Education (formerly known as Area D). The combined format overcomes the need to overlap content when lecture and lab are delivered by different instructors, in separate sections, and during any semester. More than just an efficient means of delivery, the combined course gains opportunities to introduce technologies nimbly as needed. Hence, synergy that results from delivering the combination of content and application is the advantage of the course as proposed.

The quality of existing technologies and favorability of present circumstances motivates proposing that the Biology Program be granted permission to deliver the combination of lecture and laboratory 100% online. Presently, seats for online mode of BIOL 1010 lecture are filled all semesters as are the seats for online BIOL 1010L in summer semester. Multiple third-party proprietors host a wide selection of engaging labs. The best combine near gaming quality animations punctuated with thought provoking questions. Technology is constantly advancing user experience. Labs are presently available as a bundle with the purchase of a text or, independently, for present cost of $7.50/lab/student/semester. At this price point, students of another online lab course (BIOL 3513) willingly purchase access to third party services. More than filling seats, online BIOL 1010 students consistently rate the content and delivery of the course highly. As such, this course is poised for combining with online labs for integration of content and application.

Combined course and lab may be delivered face to face using existing facilities. The room in the Biology Building used for the lab (BIOL 1010L) may also be used for lecture. Compared with separate lecture facilities, the lab is equipped with equivalent projection, internet access, video capture, and board space and has equivalent unobstructed site lines to a lecture presentation. Independent wet-lab benches surrounding the room provide easy access to prepped lab equipment and supplies. Seating surrounds benches designed for experimental use. Although comparable face to face plans are presently absent, the online mode, which is described above, plants seed for other modalities. Approval of this proposal and successful launching of the online mode are steps toward germinating a face to face mode of BIOL 1010K.

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

1. Describe methods of inquiry that lead to scientific knowledge
2. Explain how life is organized at the cell, organism, and ecosystem levels
3. Explain life processes at the cell, organism, and ecosystem levels
4. Describe how evolution accounts for the unity and diversity of life on Earth
5. Discuss current environmental challenges, their potential consequences, and approaches to meet these challenges
6. Use principles of scientific discovery and logic to design and perform experiments and analyze Biology data
7. Apply fundamentals of Biology to investigate nature in a laboratory environment

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   Presently, BIOL 1010 (100% online) fills 60 seats both academic semesters and 30 seats in the summer. Hence, the projected enrollment is 150 filled seats per year.

Will this course have special fees or tuition required?*   ☑ Yes   **If yes, what will the fee be?***   Approximately $35
☐ No

Fee Justification   The fee covers the laboratory. Presently, lab courses of the Biology Program have a mandatory $35 fee per student to defray the costs of lab supplies. Four online virtual labs (Simbio) presently cost $30 per student for access to the proprietary service. Adoption of virtual online labs delivered by Pearson comes bundled with the purchase of text. Present content for the online BIOL 1010 is independent of a text. Hence, the Simbio option is the lowest cost option for students of the proposed BIOL 1010K course shown in the sample syllabus attached.

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.

Syllabus Sample (100% Online Modality)

Course Identification
Fundamentals of Biology with Lab
BIOL 1010K

Description
General biology course for <u>non-science</u> majors. It satisfies the requirement for lecture and laboratory in the STEM Technology area. 4 credits.

This is a Core IMPACTS course that is part of the *STEM* area.
Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad *Orienting Question*:
- How do I ask scientific questions or use data, mathematics, or technology to understand the universe?

Completion of this course should enable students to meet the following *Learning Outcome*:
- Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

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

Requisites
- Prerequisites:
- Corequisites:

Meeting Times
Varies by modality of instruction
- Online offers asynchronous and synchronous delivery options
- F2F delivery of lecture and lab can be in laboratory facilities in Biology building (equipped with lecture-ready seating and up-to-date projection and communication technologies).

Course objectives
Those who successfully complete this course will be able to:
1. Describe methods of inquiry that lead to scientific knowledge
2. Explain how life is organized at the cell, organism, and ecosystem levels
3. Explain life processes at the cell, organism, and ecosystem levels
4. Describe how evolution accounts for the unity and diversity of life on Earth
5. Discuss current environmental challenges, their potential consequences, and approaches to meet these challenges
6. Use principles of scientific discovery and logic to design and perform experiments and analyze Biological data
7. Apply fundamentals of biology to investigate nature in a laboratory environment

Evaluation (example)

Breakdown

Discussion	10%
Quizzes and Assignments	35%
Exams	30%
Lab Exercise and Discussion	25%
Total	100%

Scale

90-100%	**A**
80-90%	**B**
70-80%	**C**
60-70%	**D**
<600	**F**

Schedule (Example for 100% online modality)

Lesson	Topics	Tasks
Module 1		
Lesson 1	Introduction and course outline Nature of science	Reading/videos/Practice problems **Assignment 1** **Discussion post #1 & response**
Lesson 2	What is life? Biomolecules	Reading/Biomolecules worksheet **Quiz 1**
Lesson 3	Cells Energy for life	Reading/videos/Cell worksheet **Quiz 2** **Discussion post #2**
Lesson 4	Chromosomes, genes, proteins Cell division, cell cycle, and cancer	Reading/videos/Cell cycle worksheet **Quiz 3**
Lab 1	Experimental design[†]	Interactive online or in-class activity **Lab report 1** **Lab Discussion post 1**
Exam 1	**EXAM 1**	**All graded items for Lessons 1-4 due**
Module 2		
Lesson 5	Heredity Genetic disorders	Reading/videos/Practice problems **Assignment 2** **Discussion post #3**
Lesson 6	Nutrition and homeostasis	Reading/videos/Glucose regulation worksheet **Quiz 4**
Lesson 7	Cardiovascular system Gas exchange	Reading/videos/Cardiovascular worksheet **Quiz 5**
Lab 2	Sickle-cell alleles[†]	Interactive online or in-class activity **Lab report 2**

		Lab Discussion post 2
Exam 2	**EXAM 2**	**All graded items for Lessons 5-7 due**
Module 3		
Lesson 8	Evolution: Changes over time Adaptation and speciation	Reading/videos **Assignment 3**
Lesson 9	Unity and diversity of life Protista, Fungi, and Plants	Reading/videos/Plant worksheet **Quiz 6** **Discussion post #4**
Lesson 10	Invertebrates and vertebrates	Reading/videos/Animal worksheets **Quiz 7**
Lab 3	Darwinian snails[†]	Interactive online or in-class activity **Lab report 3** **Lab Discussion post 3**
Exam 3	**EXAM 3**	**All graded items for Lessons 8-10 due**
Module 4		
Lesson 11	Ecology Climate and biodiversity	Reading/videos **Quiz 8**
Lesson 12	Ecosystems: Structure, community interactions, and dynamics	Reading/videos **Assignment 4**
Lesson 13	Threats to biodiversity	Reading/videos **Quiz 9** **Discussion post #5 and response**
Lesson 14	Conservation and sustainability	Reading/videos **Quiz 10**
Lab 4	Keystone predator[†]	Interactive online or in-class activity **Lab report 4** **Lab Discussion post 4**
Exam 4	**EXAM 4**	**All graded items for Lessons 11-14 due**
[†]Simbio Virtual Labs is a third-party company that delivers inquiry driven laboratory simulations.		

Course presentation on CourseDen

A folder for each lesson and exam is located under *Content* and contains several task folders:

Start here, PowerPoint provides objectives and tasks for the lesson

Reading, includes assigned reading material, videos, and PowerPoints

Activities, includes specific activities required to complete the lesson (not graded)

Assignments/Quizzes, to be completed for a grade and submitted by due date

Discussions, includes topic or question to be addressed by due date

A folder for each lab is located in each Module of the Content Tab. Task folders include the following.

Start here, PowerPoint provides objectives and tasks for the lab

Activities, includes orientation with background, expectations, and link to access lab

Assignments/Quizzes, to be completed for a grade and submitted by due date

Discussions, includes lab related topic or question to be addressed by due date

Information for online classes

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 information on privacy and accessibility for the most commonly used sites, visit UWG Online.

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

Students experiencing distress and needing help can access resources at the UWG Cares site. Online counseling is also available for online students.

Accessibility

For information regarding CourseDen accessibility, please visit https://www.westga.edu/student-services/accessibility-testing/index.php

Captions for videos sponsored by YouTube can be activated by clicking on the CC icon below the video.

Common Language for Course Syllabus

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

PHYS - 3510 - Experimental Physics

2024-2025 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* `2024`

Routing Information

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* `Department of Natural 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 *   3510

Course Title *   Experimental Physics

Long Course Title

Course Type *   Physics

Catalog Course Description *   Selected experimental investigations in electrical measurement, atomic and nuclear physics, solid state physics, optics, and electronics will be performed. Experience will also be gained in the writing format of scientific journal articles.

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

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

Lec Hrs *   1

Lab Hrs *   3

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. *   NA

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

Prerequisites   NA

Concurrent Prerequisites   NA

108

Corequisites   NA

Cross-listing

Restrictions

Is this a General Education course? * ○ Yes ● No

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

Status * ● Active-Visible   ○ Inactive-Hidden

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * This course will replace the two semester course sequence of PHYS 3511 and 3521.

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

1 - Students who take Experimental Physics will develop a deeper understanding of research and skills in operating equipment, making measurements, analyzing data, and technical writing.

2 - This course is designed to allow students to perform the pivotal experiments from Modern Physics. The students will be required to analyze their data in a more rigorous manner than in their introductory lab courses.

3 - They will write formal lab reports in the style of a physics journal.

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* 10

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.

Experimental Physics

PHYS-3510

— Description

Selected experimental investigations in electrical measurement, atomic and nuclear physics, solid state physics, optics, and electronics.

Requisites
Prerequisites:
PHYS 3503
Corequisites:

⌘ Contact Information

Instructor: Dr. Gary N Chesnut

Email: nchesnut@westga.edu
Office: TLC 2132
Phone: 6788394094
Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours
TBD

— Meeting Times

This course will meet two days a week for 1 hour and 50 minutes each day.

— Materials

No text required.

⤳ Outcomes

Students who take Experimental Physics will develop a deeper understanding of research and skills in operating equipment, making measurements, analyzing data, and technical writing. This course is designed to allow students to perform the pivotal experiments from Modern Physics. The students will be required to analyze their data in a more rigorous manner than in their introductory lab courses. They will also write formal lab reports in the style of a physics journal.

Evaluation

Criteria Breakdown

Lab Work:	10%
Lab Notebook:	10%
First Draft Lab Reports:	20%
Final Lab Reports:	60%

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

TBA

Schedule

Course Policies and Resources

Attendance: You are expected to attend all lab meeting times and to spend additional time working on the projects as needed. Students will be held responsible for being aware 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.

Lab Work/Reports: Lab work will consist of performing experiments and maintaining a logbook. For final submissions, use the format of PRL (Physical Review Letters). In particular, refer to the Style and Notation Guidelines. Lab Reports are due at the designated time and points will be deducted if late.

Academic Honesty: Do not plagiarize or falsify results.   This is especially important in scientific research for two reasons.   First and most importantly, your data and results have real impacts.   Second, your integrity is vitally important. Students who copy their lab reports will be reported through the University Academic Honesty system.

Cell Phones & Electronic Devices: Please do not let them distract during lab time.

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

⁃ College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) 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, 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.

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI 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:*

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 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.

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) 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).

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)

- Additional Items

CRIM - 1100 - Introduction to Criminal Justice

2024-2025 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.   Inclusion in Core (Area E)

Desired Effective Semester *   Fall

Desired Effective Year *   2024

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 *

    Department of Civic Engagement and Public Service

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*   CRIM

Course Number* 1100

Course Title* Introduction to Criminal Justice

Long Course Title Introduction to Criminal Justice

Course Type - DO NOT EDIT* Criminology

Catalog Course Description* This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.

Prerequisites

Corequisites

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Status* ◉ Active-Visible   ○ Inactive-Hidden

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

NOTE: **If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.**

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

1. Describe the history and structure of police systems
2. Describe court structure and stages of the court process
3. Describe the history and methods of punishment and corrections
4. Describe the nature and measurement of crime

Rationale *   Criminology's position in University College, and the associated mission of supporting first year students, makes being part of the core a natural fit. Additionally, Criminology clearly fits in the social science category, and an understanding of the criminal justice system and the interactions that occur within it will help students answer the question, "How do I understand human experiences and connections?" Finally, research within our program shows that at least half of the students taking CRIM 1100 are not Criminology majors, but are taking it out of interest. Adding this course to the Core would help those interested students progress towards their degree.

With the addition to the Core, learning outcomes are being standardized and include understanding of the main features of the criminal justice system as well as the nature of crime. These learning outcomes are similar to, but at a lower level than, the program learning outcomes, as this course assesses introduction to the topics.

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* 400

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.* 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.

Administrative Use Only - DO NOT EDIT

Course ID* 48076

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: https://www.usg.edu/strategic_academic_initiatives/assets/strategic_academic_initiatives/committee_docs/documents/InstitutionalCourseProposalForm.docx This form was last updated on 1/26/21.

Core Curriculum Course Proposal Form – Areas A – E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E:
- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore . . .)?
- Do the course prefix, numbering, title, and description conform with the USG list of Common Course Prefixes, Numbers, Titles, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Rules for inclusion in Areas A-E:
- See the Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See the Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See the prerequisite rules in the Academic and Student Affairs Handbook, Section 2.4.7 (https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

Note: The Board of Regents approved the principles for redesign of General Education in September 2019 (https://www.usg.edu/redesigned_general_education/general_educational_design_principles). Due to the impact of COVID-19, these processes are currently on hold (https://www.usg.edu/redesigned_general_education). The Council on General Education continues to consider proposals/changes under the existing policies (https://www.usg.edu/policymanual/section3/C338/#p3.3.1_core_curriculum) pending further action by the Board of Regents. Approval for the current core does not guarantee approval under the Redesigned General Education Curriculum. Institutions should take this information into account when proposing new courses or curriculum modifications.

There are 4 parts to this form:

- Part 1 is to be filled out by the **Institution** proposing the course.
- Part 2 is to be filled out by the Regents' Academic Advisory Committee (**RAC)** reviewing the course.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (**RACAA)**, if needed.
- Part 4 is to be filled out by the **Council on General Education**.

Part 1. To be filled out by the institution proposing the course.

> **Note:** This form and all ancillary information should be filled out in Word and saved as a single document using the following file-naming convention:
>
> UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber for example **GCSUPSYC1101.docx**
>
> You will then fill out some very brief information and upload the entire document to the USG website at https://www.usg.edu/strategic_academic_initiatives/committees/course_proposal_form
>
> **Please do not delete any pages of this document.**

1. **Institution:** University of West Georgia

2. **This is a proposal for** (mark one box below):

	Change in an already-approved course only, no change in Area. Mark this box if you are making a change in a course that is already approved for Areas A-E at your institution. Provide information in the boxes below on the current course, the new course, and the rationale for the change.
	Course change information
	From:
	To:
	Rationale:
x	Placement of a course into Areas **A-E** of the Core Curriculum.

3. **Course Subject** (e.g., philosophy): Criminology

4. **Course Prefix and Number** (e.g., PSYC 1101): CRIM 1100

5. **Course Title** as it appears (or will appear) in the catalog:

Introduction to Criminal Justice

6. **Lecture Hours – Laboratory Hours* – Credit Hours** (e.g., 3-0-3):

3   0   3

* In determining credit hours, 2 – 3 laboratory hours are usually equivalent to one credit hour. So a course with a 2 hour lab would be 3-2-4; a course with a 3 hour lab would be 3-3-4.

7. **Provide a catalog description of the course** in the box below:

This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.

8. Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement. Check only one.

x	None
	Corequisite: Learning Support English unless exempted.
	Exit or exemption from Learning Support English.
	Corequisite: Learning Support Mathematics unless exempted.
	Exit or exemption from Learning Support Mathematics.
	Exit or exemption from both Learning Support English and Learning Support Mathematics.
	Other (explain):

Collegiate Courses that will be Prerequisites and/or Corequisites for this course (enter "none" if not applicable):

None

9. Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,
- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (*Courses that are required of all students at your institution do not count here.*)

	Yes
x	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

<div style="background-color:yellow; height:3em;"></div>

10. Common Course Prefixes, Numbers, Titles, and Descriptions

Does this course use a common course prefix and number as listed in the **Academic and Student Affairs Handbook, Section 2.4.10**? (Please review the list of common course prefixes, numbers, and descriptions at
https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions).

	Yes
x	No

If you responded "no," is a common course prefix and number available for this course?

	Yes
x	No

If you responded "no" that you are **not using a common course prefix and number** and "yes" that **a common course prefix and number are available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

<div style="background-color:yellow; height:3em;"></div>

11. Course approval by institution

List each step of the approval process at your institution and provide the **dates** on which your proposal was approved by each body or at each level. **By submitting this proposal you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, who should be listed on one of the lines below.**

Date	Level or approving body

12. Core Area(s) for Proposed Course

What Core Area(s) (A-E) is this course being proposed for?

E

If Area D (only) specify appropriate groups of majors	
	math/science majors
	health professions majors
	non-math/science/health professions majors

What is your institution's approved Learning Outcome for the area(s) of the proposed course?

- Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.
- Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.
- Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.

How will this course satisfy the Learning Outcome for this area?

In this course, students will learn about an important component of the legal processes in the United States (and Georgia): the criminal justice system. The criminal justice system is also an important part of the social world, as it impacts many people, and impacts them differentially depending on factors such as demographic characteristics and socioeconomic status. Students will be able to examine how our systems and structures are designed to impact people and how they actually operate to impact people.

How will your institution assess whether students taking this course meet the approved Learning Outcome?

Students will be assessed through exams and short written projects. They will also participate in classroom and online discussions and activities.

This course will also engage in the Core Curriculum assessment procedures.

How will this course fit into the General Education Core Curriculum at your institution?

The course aligns well with this Core Area's Learning Outcomes and adds to the breadth of course topics covered without overlapping content with any already existing courses.

13. Previous Versions of this Proposal

Have any proposals for this course previously been submitted by your institution to the Council on General Education?

	Yes
x	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

	Approved
	Denied
	Withdrawn
	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

14. Appropriate Academic Committee to Review this Proposal

Please recommend the most appropriate Regents' Academic Advisory Committee (RAC) to review this proposal.

	Anthropology			Foreign Languages
	Arts and Sciences Deans			Geological Sciences and Geography
	Biological Sciences			Georgia Film Academy Film Production
	Business Administration, Management, & Economics			History
	Chemistry			Humanities
	Communication			Kinesiology
	Computing Disciplines			Mathematical Subjects
x	Criminal Justice			Nursing
	Data Science			Philosophy & Religion
	Educator Preparation			Physics & Astronomy

	English		Political Science
	Environmental Science		Psychology
	Family and Consumer Services		Social Work
	Fine and Applied Arts		Sociology

15. Please provide the following contact information for the person submitting the proposal. This should be either the Provost/VPAA or someone designated by the Provost/VPAA:

Name of Person Submitting Proposal:	
Email Address:	
Phone Number:	
Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor. Please do **not** attach a complete syllabus.

<u>**Course Learning Outcomes**</u>

Provide a bulleted list of the course learning outcomes.
- Describe the history and structure of police systems
- Describe court structure and stages of the court process
- Describe the history and methods of punishment and corrections
- Describe the nature and measurement of crime

<u>**Course Content**</u>

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Topics include:
-The nature of crime
-Criminal justice and the law
-The history of policing
-Policing issues
-Police organization
-Police and the rule of law
-The courts and the judiciary
-Prosecution on defense
-The criminal trial
-Community corrections
-Institutional corrections
-Prison life
-Life after prison

Assessment Strategies

How will your institution assess whether students taking this course meet the approved Learning Outcome?

<u>x</u> Direct Assessment (Student Artifacts Assessed by Rubric, Collegiate Learning Assessment, etc. Please explain how you plan to use direct methods to assess achievement of your approved Learning Outcome.)

_____ Indirect Assessment (Surveys, Exit Interviews, Focus Groups, etc. Please explain how you plan to use indirect assessment methods to assess achievement of your approved Learning Outcome.)

_____ Other (Please explain how you plan to use other methods to assess achievement of your approved Learning Outcome.)

Students will be assessed with a graded multiple-choice assessment tool for each of the learning outcomes. The course is broken into sections that align with each of the learning outcomes, and each section will be assessed this way.

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

The course will be taught through lectures, in both the online and face-to-face format, and will also include discussions, both in class and online.

Potential Textbooks

Provide examples of possible textbooks for the course.

Introduction to Criminal Justice: Systems, Diversity, and Change, 4th Edition. Rennison and Dodge. Sage Publications.

Introduction to Criminal Justice: A Brief Edition, 2nd Edition. Fuller. Oxford University Press.

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee (RAC)

This part of the form should be completed by the Regents' Academic Advisory Committee Chair after the course has been reviewed by the appropriate Regents' Academic Advisory Committee (RAC).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Prefix, Number, & Title:

Institution:

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1. Date the review by the Regents' Academic Advisory Committee (RAC) was completed:

2. Did the RAC **approve** this proposal?

	Yes
	No

3. Please enter the RAC review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook, sections 2.4.4 and 2.4.5. (See beginning of this form (before Part 1) for summary of criteria and links.)

Insert RAC review here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

	Area A (English, Mathematics)
	Area B (Institutional Options)
	Area C (Humanities, Fine Arts, Ethics)
	Area D (Natural Sciences, Mathematics, Technology)
	If Area D, specify appropriate major(s):
	math/science majors
	health professions majors
	non-math/science/health professions majors
	Area E (Social Sciences)

Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,
- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications for exceptions to the prerequisite rule will be considered first by the relevant **Regents Academic Advisory Committees** (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education. The Council on General Education will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

	Yes
	No

If yes, did the advisory committee **approve** exceptions to the prerequisite rules?

	Yes
	No

Please enter the RAC comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A – E and the courses that may be required.

Insert text here. Box will expand as needed.

Please provide contact information for the Chair of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email Address:	

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (RACAA), if needed.

Course Prefix, Number, & Title:
Institution:

The Academic and Student Affairs Handbook, section 2.4.7, **Prerequisites and Exceptions** states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,
- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications for exceptions to the prerequisite rule will be considered first by the relevant Regents Academic Advisory Committees (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the **Administrative Committee on Academic Affairs (RACAA)**, and then by the Council on General Education. The Council on General Education will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

	Yes
	No

3. If yes, did RACAA **approve** the exception to the prerequisite rules?

	Yes
	No

4. Please enter the RAC comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A – E and the courses that may be required.

Insert text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email Address:	

Part 4. To be filled out by the System Liaison for the Council on General Education.

Course Prefix, Number, & Title:
Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

	Approved
	Denied
	Withdrawn
	Tabled

3. Please enter any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for summary of criteria and links.)

Insert text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

	Area A (English, Mathematics)		
	Area B (Institutional Options)		
	Area C (Humanities, Fine Arts, Ethics)		
	Area D (Natural Sciences, Mathematics, Technology)		
	If Area D, specify appropriate major(s):		
		math/science majors	
		health professions majors	
		non-math/science/health professions majors	
	Area E (Social Sciences)		

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown

Liaison daytime phone number:	404-962-3107
Liaison email Address:	Barbara.Brown@usg.edu

Intro to Criminal Justice

CRIM-1100

Spring 2024 Section 01 3 Credits 01/06/2024 to 05/07/2024 Modified 01/08/2024

▬ Description

This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.

Requisites
    Prerequisites:

    Corequisites:

✴ Contact Information

gavinl@westga.edu. Use this email and NOT CourseDen email.

Office: Miller Hall (Room 1215)

▬ Meeting Times

Monday and Wednesday 11.00am - 12.15pm

Pafford Building 204

Dr Lee's office is in Miller Hall (Room 1215)

Student Success Hours:

- Monday and Wednesdays: 12.30pm -1.30pm
- Tuesdays: 11.00am - 1.00pm
- Thursdays: 3.00pm - 5.00pm

Materials

Introduction to Criminal Justice: Systems, Diversity and Change

Author: Rennison and Dodge

Publisher: Sage

Edition: 4th

ISBN: 978-1544398730

The UWG Bookstore, Sage Publications , UWG Online (CourseDen Support), and your professor have partnered together to provide the most cost effective option for you to receive your digital course materials for your CRIM 1100 course. The material is provided to you through the LMS (CourseDen Account). Simply log in to CourseDen and choose the tile associated with this course to gain access to the material. The cost of the material will be attached to your student bill in the amount of $58.00. You do not need to look elsewhere for material. You can opt out of the delivery of the material before the end of drop/add on 01/12/24, but will be responsible to obtain the material on your own without the lower discounted rate.

If you have questions please visit the Day One Access FAQ, by using the following link: https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO (https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO).

Netflix

A Netflix subscription is required for this semester.

Outcomes

1. Describe the history and structure of police systems
2. Describe court structure and stages of the court process
3. Describe the history and methods of punishment and corrections
4. Describe the nature and measurement of crime

Evaluation

Assignment	Points
Reflection Essay	40
4 Exams	160 (40 each)

Total	200

Final Grade Scale

Percent of Points	Grade
100 to 90.0	A
<90.0 to 80.0	B
<80.0 to 70.0	C
<70.0 to 60.0	D
<60.0	F

Breakdown

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, and F = Below 60%.

▬ Assignments

Essay (40 points): Reflection

In this class you have covered the basics of the criminal justice system. In no fewer than 300 words write an essay telling me what surprised, interested, and concerned you about the US criminal justice system.

Exams (4 exams, 40 points each)

Questions may include, any and/or all of, fill in the blank, multiple choice, and short answer questions.

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- Additional Items

UNIVERSITY OF WEST GEORGIA

Main Campus · University College · Civic Engagement and Public Service

Intro to Criminal Justice

CRIM-1100

Spring 2024 Section 01 3 Credits 01/06/2024 to 05/07/2024 Modified 01/08/2024

☐ Description

This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.

Requisites
    Prerequisites:

    Corequisites:

☐ Contact Information

gavinl@westga.edu. Use this email and NOT CourseDen email.

Office: Miller Hall (Room 1215)

☐ Meeting Times

Monday and Wednesday 11.00am - 12.15pm

Pafford Building 204

Dr Lee's office is in Miller Hall (Room 1215)

Student Success Hours:

- Monday and Wednesdays: 12.30pm - 1.30pm
- Tuesdays: 11.00am - 1.00pm
- Thursdays: 3.00pm - 5.00pm

❑ Materials

Introduction to Criminal Justice: Systems, Diversity and Change

Author: Rennison and Dodge

Publisher: Sage

Edition: 4th

ISBN: 978-1544398730

The UWG Bookstore, Sage Publications , UWG Online (CourseDen Support), and your professor have partnered together to provide the most cost effective option for you to receive your digital course materials for your CRIM 1100 course. The material is provided to you through the LMS (CourseDen Account). Simply log in to CourseDen and choose the tile associated with this course to gain access to the material. The cost of the material will be attached to your student bill in the amount of $58.00. You do not need to look elsewhere for material. You can opt out of the delivery of the material before the end of drop/add on 01/12/24, but will be responsible to obtain the material on your own without the lower discounted rate.

If you have questions please visit the Day One Access FAQ, by using the following link:
https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO
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Netflix

A Netflix subscription is required for this semester.

❑ Outcomes

1. Identify the major features of the criminal justice system, including law enforcement, courts, and corrections.
2. Describe how the criminal justice system, including law enforcement, courts, and corrections, functions in the United States.

❑ Evaluation

Assignment	Points
Reflection Essay	40

4 Exams	160 (40 each)
Total	200

Final Grade Scale

Percent of Points	Grade
100 to 90.0	A
<90.0 to 80.0	B
<80.0 to 70.0	C
<70.0 to 60.0	D
<60.0	F

Breakdown

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, and F = Below 60%.

☐ Assignments

Essay (40 points): Reflection

In this class you have covered the basics of the criminal justice system. In no fewer than 300 words write an essay telling me what surprised, interested, and concerned you about the US criminal justice system.

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☐ Additional Items

Academic Year 2024-2025
Program Map
BS in Criminology & Criminal Justice

YEAR 1

TERM 1

Course	Credits
A1: ENGL 1101	3
B2: XIDS 2002	2
F: CRIM 1100	3
E1 or E2: World or US History	3
D1: Science + Lab	4
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher.
- Complete lab science
- Declare major

TERM 2

Course	Credits
A1: ENGL 1101	3
A2: Math 1401	3
F: CRIM 2000	3
E1 or E2: World or US History	3
B1: Oral Communications	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Complete Area A2 math
- Earn 15 or more credit hours

YEAR 2

TERM 1

Course	Credits
E3: POLS 1101	3
CRIM 2272	3
C1: Fine Arts	3
D1: Non-Lab Science	3
CRIM 2273 or CRIM 2274	3
SEMESTER TOTAL	15

Milestones

Earn 15 or more credit hours

TERM 2

Course	Credits
C2: Humanities	3
E4: Social Science	3
D2: Math, Science, and Quantitative	3
CRIM 2275 or CRIM 2245	3
CRIM 2276	3
SEMESTER TOTAL	15

Milestones

Complete Core
Earn 15 or more credit hours

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CRIM 3240	3	CRIM 4000	3
Legal Studies Course	3	Police & Society Course	3
Global & Diversity Course	3	Corrections & Social Services Course	3
Supporting Course	3	Legal Studies Course	3
General Elective	3	Supporting Course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		**Milestones**	
Complete CRIM 3240 with a C or better Contact the Internship Coordinator if you want to complete an Internship as a Supporting Course		Complete CRIM 4000 with a C or better	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course	3	Corrections & Social Services Course	3
Police & Society Course	3	General Elective	3
Supporting Course	3	General Elective	3
Supporting Course	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		**Milestones**	
Complete CRIM 4003 with a C or better Apply for graduation		Complete CRIM 4284 with a C or better	

Addendum II

ABRD - 5000 - Study Abroad

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* | Summer

Desired Effective Year* | 2024

Routing Information

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

School/ Department* | University College | Center for Interdisciplinary Studies

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 * | ABRD | **Course Number** * 5000

Course Title * Study Abroad

Course Type * | Interdisciplinary |

Catalog Course Description * A variable-topic examination related to a specific place and the act of studying there. This course will provide graduate students an opportunity to reflect on different cultures, and to acquire intercultural skills.

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

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

Lec Hrs * 1-3

Lab Hrs * 0

Credit Hrs * 1-3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions   Students in an approved study abroad program.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   `3`

Grading*   `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*   Because the course is taking place in an international setting and focusing on intercultural skills, there is no non-discipline specific equivalent at UWG.

Student Learning Outcomes*   1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure 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*   5-10

Will this course have special fees or tuition   ☐ Yes
☑ No

If yes, what will the fee be?*   0

required? * ☐ No

Fee Justification   N/A

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

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

Proposed Course: ABRD 5000: Study Abroad

Catalog Course Description: A variable-topic examination related to a specific place and the act of studying there. This course will provide graduate students an opportunity to reflect on different cultures, and to acquire intercultural skills.

Credit Hrs: Variable: 1-3

Course may be repeated up to 6 hours with approval by the Graduate School and the Office of Education Abroad.

No prerequisites or corequisites

Rationale: Because the course is taking place in an international setting and focusing on intercultural skills, there is no non-discipline specific equivalent at UWG.

Learning Outcomes:

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.

ABRD 5000: Study Abroad in Amsterdam and Paris:
Cultural immersion while following Van Gogh
Summer 2024

CONTACT INFORMATION:

Dr. Anne Gaquere-Parker

Phone: (678) 839-4853

Email address: agaquere@westga.edu

DESCRIPTION:

The course will immerse the students in Dutch and French ways of life while discussing the life, influence, and artworks of Vincent Van Gogh. Reflecting on the differences between American, French, and Dutch cultures will be a daily activity. Students will explore Amsterdam, Paris, and neighboring cities relevant to Art, History, and Van Gogh's influence, but also get to experience daily local lives. Students will visit markets, cafes, and other gathering sites where the local populations gather and exchange. They will walk and bike through many parts of the cities as Europeans do. This class brings together art, history, and intercultural awareness together to provide a deeper understanding of what it means to live abroad. The students will conclude the course by providing a final research paper on a topic of their choice related to the program and that also includes a reflection on their experience.

Learning outcomes

1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of the works of art seen during the program in Europe, especially Van Gogh's works.

General policy and grading scale

Students will explore virtually the sites visited before traveling (list of sites provided at the end of the syllabus). While abroad, students will provide daily brief reflections on the differences in cultures experienced that day. A final research paper will be due at the end of the course. The final grade will be calculated as follows:

Grade% = 20% Online discussion on sites/museums/excursions (average of all mandatory postings) + 20% Daily reflection on cultural differences (average of all mandatory postings) + 60% final research paper

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

The student will choose a topic related to the program. After approval of the topic by the instructor, the student will write a 5000-word research paper on the approved topic.

Schedule

May 10th, 2024: Complete all discussion postings regarding sites to be visited

May 11th, 2024: Travel to Europe

Daily - May 12th to June 24th, 2024: Complete daily reflections on cultural differences

June 25th, 2024: Return to the US

July 20th, 2024: Submit research paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

List of sites visited with hyperlinks

1. Traditional Dutch Food
2. Amsterdam
3. Rijksmuseum
4. Anne Frank House
5. Van Gogh Museum

6. Vincent van Gogh Huis

7. Vincentre Museum

8. Stedelijk Museum

9. Musee Rodin

10. Louvre

11. Arc de Triomphe

12. Musee de l'Orangerie

13. Musee de l'Art Moderne de Paris

14. Auberge Ravoux

15. Eglise Notre-Dame d'Auvers

16. Musee de l'Absinthe

17. Chateau d'Auvers

18. Notre Dame

19. Sainte-Chapelle

20. Opera Garnier

21. Montmartre

22. Sacre Coeur Basilica

23. Chateau de Versailles

24. Monet's Impressionist Garden at Giverny

25. Musee d'Orsay

ABRD - 5985 - Research Abroad

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* | Summer

Desired Effective Year* | 2024

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* | University College | Center for Interdisciplinary Studies

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 *   [ABRD]

Course Number *   5985

Course Title *   Research Abroad

Course Type *   [Interdisciplinary]

Catalog Course Description *   Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

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

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

Lec Hrs *   1-15

Lab Hrs *   0

Credit Hrs *   1-15

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. *   15

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

Prerequisites   None

Concurrent Prerequisites   None

Corequisites   None

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Cross-listing

Restrictions   Students in approved study abroad program.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   3

Grading*   Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*   Because the course is associated with an international academic research experience, it can only be delivered abroad and should be differentiated from a similar experience at UWG.

Student Learning Outcomes*   Demonstrate an ability to conduct research in an international setting.
Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of research associated with an international experience

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure 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*   10

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.

Proposed Course: ABRD 5985: Research Abroad

Catalog Course Description: Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

Credit Hrs: Variable: 1-15

Students may repeat the class for credit for a second semester abroad.

No prerequisites or corequisites

Rationale: Because the course is associated with an international academic research experience, it can only be delivered abroad and should be differentiated from a similar experience at UWG.

Learning Outcomes:

1. Demonstrate an ability to conduct research in an international setting.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of research associated with an international experience

ABRD 5985: Research Abroad: Zinc-based chemistry in Marburg
Summer 2024

<u>**CONTACT INFORMATION:**</u>

Dr. Anne Gaquere-Parker
Phone: (678) 839-4853
Email address: agaquere@westga.edu

<u>**DESCRIPTION:**</u>

The students will conduct research at the University of Marburg under the leadership of Professor Knochel and in collaboration with Dr. Gaquere, the instructor of record at UWG.
To prepare for this research experience, the students will conduct a literature search on the techniques used to activate zinc in the metallation of heterocycles. In order to prepare for the international experience, the students will research the cultural differences between the US and Germany. Once abroad, the students will work under the leadership of the University Research Laboratory, Dr.Pr. Knoche. The students will create a research plan based on the bibliography. Once approved by Drs. Gaquere and Knochel, the students will conduct the experiments and document their work carefully in their laboratory notebook as expected in a research laboratory. Students will write a final comprehensive report outlined like a manuscript and that will be submitted to Drs. Gaquere and Knochel for review. In addition, the students will conclude the course by providing a short paper (1000 words) where they will reflect on their international experience beyond the scientific research.

<u>**Learning outcomes**</u>

1. Demonstrate (through various activities and individual comportment) an awareness of cultural differences.
2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.
3. Acquire familiarity with and understanding of a research laboratory abroad.
4. Students will demonstrate comprehensive technical and scientific competencies in the field of zinc-based chemistry for the metallation of heterocycles.

<u>**General policy and grading scale**</u>

The final grade will be calculated as follows:

Grade% = 5% Paper summarizing the differences and similarities between the US and Germany + 55% Complete laboratory work + 35% Draft of manuscript based on laboratory notebook and results + 5% Reflection paper on international experience

100- 90%: A, 80 – 89%: B, 70 – 79%: C, 60 – 69%: D, < 60%: F

Schedule

May 10th, 2024: Complete the comparison between the US and Germany

May 11th, 2024: Travel to Marburg through Frankfurt

Daily - May 12th to July 12th, 2024: Conduct research in Marburg

July 13th, 2024: Return to the US

July 25th, 2024: Submit manuscript and reflection paper

The deadlines are set at midnight local time and will not be postponed. No extra credit will be given.

Policy on cheating - Academic misconduct

If a student is caught cheating, using AI or any external unauthorized help, or plagiarizing, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to an international trip and students have to follow basic rules while abroad (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while abroad, he/she would receive a grade of F for this class.

CRIM - 5100 - Problem-Solving Courts

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

Routing Information

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School/ Department* `Department of Civic Engagement and Public Service`

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

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academic department? *

Does this course belong solely to the Graduate School? * ◯ Yes ⦿ No

Course Information

Course Prefix * [CRIM]

Course Number * 5100

Course Title * Problem-Solving Courts

Course Type * [Criminology]

Catalog Course Description * In this course we will critically analyze the variety of problem-solving courts that the US criminal justice system uses to resolve criminal cases. We will also critically examine the policy goals supporting continuing, starting, or expanding the use of these various alternative processes to resolve criminal cases. This class will cover the theory behind the creation of such courts, how these courts are run, and evaluate the success of these courts.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites None

Concurrent Prerequisites None

Corequisites None

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Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* [Graduate Standard Letter]

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

Justification and Assessment

What is the rationale for adding this course?* This course has been offered before as a Special Topics course and we are now moving to create a standalone prefix for it, as it will be offered as part of our graduate certificate.

Student Learning Outcomes* 1. Define the purpose of problem-solving courts and the concepts of restorative justice and therapeutic jurisprudence
2. Identify various types of problem-solving courts
3. Describe how various problem-solving courts function and run
4. Discuss the theory underlying the creation of problem-solving courts
5. Assess the evidence of effectiveness for various problem-solving courts

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?* | N/A |

Fee Justification

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

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

Problem-Solving Courts

CRIM-5100

3 Credits

Description

The majority of all criminal convictions in the United States are due to plea bargaining, not trials. However, plea bargaining is often not the end of the process but rather the entry point to other newer processes that collectively have changed the way criminal cases are handled. Every state, including Georgia, now has a variety of problem-solving courts including drug courts, mental health courts, veterans courts, and more. Many states are using restorative justice and therapeutic jurisprudence processes in these courts. In this course we will critically analyze the variety of problem-solving courts that the US criminal justice system uses to resolve criminal cases. We will also critically examine the policy goals supporting continuing, starting, or expanding the use of these various alternative processes to resolve criminal cases. This class will cover the theory behind the creation of such courts, how these courts are run, and evaluate the success of these courts.

Meeting Times

Asynchronous Online

Materials

There is no required text for this course. Instead all assigned readings will be posted onto the CourseDen webpage.

Outcomes

Course Objectives and Learning Outcomes

1. Define the purpose of problem-solving courts and the concepts of restorative justice and therapeutic jurisprudence
2. Identify various types of problem-solving courts
3. Describe how various problem-solving courts function and run
4. Discuss the theory underlying the creation of problem-solving courts
5. Assess the evidence of effectiveness for various problem-solving courts

Criminology Program Learning Outcomes (Tied to Course Objective #)

1. Apply research methodology and systematic analysis within the context of criminology (CO 5)

2. Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practices in major areas of criminology (CO 1-5)

3. Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses (CO 4)

Evaluation

There are 3 areas for which you will be assessed. See percentage breakdowns of your final grade below.

The CourseDen webpage will be used to post grades throughout the course.

Activity	**% of Final Grade**
Discussions	40%
Reflections	30%
Final Project	30%

Grading Scale

A   90-100   B   80-89   C   70-79   D   60-69   F   0-59

Assignments

Discussions (40%)

One of the primary challenges of online education is finding a substitution for the interaction that occurs in a classroom. The discussion boards allow students an opportunity to interact by critically engaging with course material. To this end, students will participate in online class discussion boards, which count as 40% toward your final grade. Your discussion posts should be minimum 250 words, and involve critical engagement with the material, citing appropriately when needed. Posts made beyond their due date will be docked one letter grade per day. Each discussion board will have a reading or video(s) you must complete before posting your thoughts. There are questions to guide you, and while I certainly want to see your thoughts on those questions, you are always welcome to post other thoughts or questions you had on the topic as well! Each discussion also requires a critical response to a classmate. See the Discussion Board Guidelines on CourseDen for more information.

Class discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Reflections (30%)

At the end of each module, students will submit a reflection essay that addresses certain questions and issues associated with problem-solving courts. These 3 reflections will count as 30% towards your final grade. More detailed instructions on the reflections can be found on CourseDen.

Final Project (30%)

In this class there will not be a final paper, but instead a final presentation. This presentation will involve applying concepts learned throughout the course to a problem-solving court of your choice. Additional research will be required, and a recorded PowerPoint presentation must be submitted. More information about the requirements of this final project can be found on CourseDen. This project is due by 11:59pm of the due date on CourseDen. I am happy to give feedback or give advice on any questions you have prior to the submission deadline.

Schedule

Module 1: The Workings of Problem-Solving Courts
Week 1: Introduction to the Course
Week 2: Introduction to Problem-Solving Courts
Week 3: Evaluating Problem-Solving Courts
Week 4: Reflection Week

Module 2: Problem-Solving Courts for Special Issues
Week 5: Drug Courts
Week 6: Mental Health Courts
Week 7: Family Courts
Week 8: Human Trafficking Courts
Week 9: Reflection Week

Module 3: Problem-Solving Courts for Special Populations
Week 10: Veterans Courts
Week 11: Juvenile Courts
Week 12: Tribal Courts
Week 13: Community Courts
Week 14: Reentry Courts
Week 15: Reflection Week

Week 16: Thanksgiving
Week 17: Final Project

Course Policies and Resources

Schedule and Coursework

All coursework and exams will take place on-line through the CourseDen website. This course will have a reading list and course assignments that are due throughout the session. Be aware that although this is an online course you will need to do coursework on a near-daily basis in order to keep up with the class. On the CourseDen page you will see that each week has a 'learning module' that contains a PowerPoint lecture, any supplemental readings, and instructions for any discussion, assignment, or exam and a place to submit it.

Email Guidelines

Reference the course in all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 24 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Late Work Policy

Coursework that is turned in past the due date and time will be dropped one letter grade for each day it is late and be given a grade of 0 after 1 week, barring extenuating and documented circumstances.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. This includes the use of AI software Further, I maintain the right to report students to student conduct and/or fail them in the class. Please see the linked Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology.

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team. In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit https://www.westga.edu/academics/university- college/student-success/index.php (https://www.westga.edu/academics/university-college/student- success/index.php).

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=16890914698627 62&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/).

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

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

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UWG 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)

CRIM - 5200 - Punishment and Society

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2024

Routing Information

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

School/ Department* | Department of Civic Engagement and Public Service

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 *   [CRIM]

Course Number *   5200

Course Title *   Punishment and Society

Course Type *   [Criminology]

Catalog Course Description *   This course will begin by exploring the theoretical foundations of social control and punishment, attempting to understand its purpose and functioning within society. The course will examine the salient institutions that make up the system of social control in the United States. This course will investigate how these control institutions function for a variety of groups in society, including the complexities surrounding the often differential and disproportionate application, reach, and effects of control mechanisms and institutions. Reform measures will also be explored.

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

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

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

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

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

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

Prerequisites   None

Concurrent Prerequisites   None

Corequisites   None

189

Cross-listing

Restrictions

Status * ⦿ Active-Visible   ⦾ Inactive-Hidden

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

Grading * | Graduate Standard Letter |

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

Justification and Assessment

What is the rationale for adding this course? *   This course is being added to address a gap within the graduate courses offered, addressing the ways that punishment functions within society. The course will also be offered as part of 2 graduate certificates being created.

Student Learning Outcomes *   1. Recognize the main theories and concepts underlying the purpose and function of punishment.
2. Analyze how the salient institutions of control function.
3. Understand the way control institutions function for different groups in society.
4. Evaluate the application, reach, and effects of control mechanisms and institutions.
5. Ability to critically apply and analyze course concepts to "real life" situations, services, and policy.

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? * N/A

Fee Justification

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

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

Punishment and Society

CRIM-5200

3 Credits

Description

This course will begin by exploring the theoretical foundations of social control and punishment, attempting to understand its purpose and functioning within society. The course will examine the salient institutions that make up the system of social control in the United States. This course will investigate how these control institutions function for a variety of groups in society, including the complexities surrounding the often differential and disproportionate application, reach, and effects of control mechanisms and institutions. Reform measures will also be explored.

Meeting Times

Asynchronous Online

Materials

There is no required text for this course. Instead all assigned readings will be posted onto the CourseDen webpage.

Outcomes

Course Objectives and Learning Outcomes

1. Recognize the main theories and concepts underlying the purpose and function of punishment.
2. Analyze how the salient institutions of control function.
3. Understand the way control institutions function for different groups in society.
4. Evaluate the application, reach, and effects of control mechanisms and institutions.
5. Ability to critically apply and analyze course concepts to "real life" situations, services, and policy.

Criminology Program Learning Outcomes

1. Apply research methodology and systematic analysis within the context of criminology

2. Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practices in major areas of criminology

3. Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses

Evaluation

There are 3 areas for which you will be assessed. See percentage breakdowns of your final grade below.

The CourseDen webpage will be used to post grades throughout the course.

Activity	% of Final Grade
Discussion Participation	30%
Discussion Leader	30%
Book Analysis	40%

Grading Scale

A   90-100   B   80-89   C   70-79   D   60-69   F   0-59

Assignments

Discussion Participation (30%)

One of the primary challenges of online education is finding a substitution for the interaction that occurs in a classroom. The discussion boards exist for this purpose. They allow students an opportunity to interact with one another as well as their instructor by critically engaging with course material. To this end, students will participate in online class discussion boards, counting as 30% toward your final grade. You should also post a response that involve critical engagement with the material and other students. For instructions on how to make sure you get credit for your posts please see the Discussion Response Instructions on CourseDen. All posts must be made within the required timeframe or will receive a late penalty.

Class discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Discussion Leaders (30%)

Students will select two weeks to be a discussion leader. Being a discussion leader entails submitting a critical summary and crafting 2 thoughtful questions based on that week's readings. Discussion leaders will also take a more active role on that week's discussion board. More detailed instructions and a sign-up sheet can be found in the Discussion Leader Instructions document under the Week 1 Module.

Book Analysis (40%)

Students will read a pre-approved book cover-to-cover and look for connections and ruptures with the various themes we will discuss in class. These books are all non-fiction academic books, based on research completed by sociologists and criminologists. At the end of the semester a book analysis will be due which involves critically analyzing the contents of the book and relating the material to course concepts. More information about these essays and relevant due dates can be found on CourseDen under Week 1.

Schedule

Module 1: Foundations and Institutions of Social Control
Week 1: Introduction to the Course
Week 2: Foundations of Social Control
Week 3: Police and Surveillance
Week 4: Law and Courts
Week 5: The Carceral System

Module 2: Processes of Social Control
Week 6: Race and Ethnicity
Week 7: Gender
Week 8: Juveniles
Week 9: Disability and Mental Health
Week 10: The "Rabble"

Module 3: Consequences of Social Control
Week 11: Employment and Housing
Week 12: Health
Week 13: Family and Community
Week 14: Beyond Collateral
Week 15: Reform

Week 16: Thanksgiving
Week 17: Book Analysis

Course Policies and Resources

Schedule and Coursework

All coursework and exams will take place on-line through the CourseDen website. This course will have a reading list and course assignments that are due throughout the session. Be aware that although this is an online course you will need to do coursework on a near-daily basis in order to keep up with the class. On the CourseDen page you will see that each week has a 'learning module' that contains a PowerPoint lecture, any supplemental readings, and instructions for any discussion, assignment, or exam and a place to submit it.

Email Guidelines

Reference the course in all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 24 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Late Work Policy

Coursework that is turned in past the due date and time will be dropped one letter grade for each day it is late and be given a grade of 0 after 1 week, barring extenuating and documented circumstances.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. This includes the use of AI software Further, I maintain the right to report students to student conduct and/or fail them in the class. Please see the linked Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology.

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team. In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit https://www.westga.edu/academics/university- college/student-success/index.php (https://www.westga.edu/academics/university-college/student- success/index.php).

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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).

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CRIM - 5334 - Human Trafficking

2024-2025 Graduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

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

School/ Department* `Department of Civic Engagement and Public Service`

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 * CRIM

Course Number * 5334

Course Title * Human Trafficking

Course Type * Criminology

Catalog Course Description * This course will allow students to gain a deeper understanding of human trafficking, including evaluating current theory and research on the topic. This course will cover the issues with data on human trafficking, the criminal justice system's response and experiences of survivors, and typologies of trafficking. The course will also critically examine legislation around human trafficking and other efforts to prevent and respond to trafficking victimization.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Grading*
> Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course has been offered before as a Special Topics course and we are now moving to create a standalone prefix for it, as it will be offered as part of our graduate certificates.

Student Learning Outcomes* 1. Recognize the main theories in human trafficking that offer various ways of understanding why and how human trafficking occurs.
2. Demonstrate a basic understanding of the research methods used in human trafficking and be able to evaluate these sources.
3. Evaluate the definitions of human trafficking as represented in international and domestic law.
4. Analyze how the major criminal justice institutions respond to human trafficking.
5. Distinguish risk factors associated with various forms of human trafficking.
6. Recognize and be able to discuss the various forms of human trafficking.
7. Ability to critically apply and analyze course concepts to "real life" situations, services, and policy.

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?*** N/A

Fee Justification

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

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

Human Trafficking

CRIM-5334

3 Credits

Description

Human trafficking is a complex, global phenomenon that has remained largely hidden and is, as a result, often misunderstood. This course will allow students to gain a deeper understanding of human trafficking, including evaluating current theory and research on the topic. This course will cover the issues with data on human trafficking, the criminal justice system's response and experiences of survivors, and typologies of trafficking. The course will also critically examine legislation around human trafficking and other efforts to prevent and respond to trafficking victimization.

Meeting Times

Asynchronous Online

Materials

There is no required text for this course. Instead all assigned readings will be posted onto the CourseDen webpage.

Outcomes

Course Objectives and Learning Outcomes

Assessment of Outcomes: DA=Discussion, RP=Research Paper.

1. Recognize the main theories in human trafficking that offer various ways of understanding why and how human trafficking occurs. (DA5)
2. Demonstrate a basic understanding of the research methods used in human trafficking and be able to evaluate these sources. (DA1, DA2, DA4, DA5, RP)
3. Evaluate the definitions of human trafficking as represented in international and domestic law. (DA7, RP)
4. Analyze how the major criminal justice institutions respond to human trafficking. (DA2. DA4, DA5, DA9, RP)
5. Distinguish risk factors associated with various forms of human trafficking. (DA3, DA6, DA7, DA8, RP)
6. Recognize and be able to discuss the various forms of human trafficking. (DA1, DA6, DA7, DA8, RP)
7. Ability to critically apply and analyze course concepts to "real life" situations, services, and policy. (DA3, DA6, DA7, DA8, DA9, RP)

Criminology Program Learning Outcomes

1. Apply research methodology and systematic analysis within the context of criminology

2. Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practices in major areas of criminology

3. Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses

Evaluation

There are 4 areas for which you will be assessed. See percentage breakdowns of your final grade below. The CourseDen webpage will be used to post grades throughout the course.

Activity	% of Final Grade
Discussion Participation	20%
Discussion Leader	30%
Annotated Bibliography	20%
Research Proposal	30%

Grading Scale

A   90-100   B   80-89   C   70-79   D   60-69   F   0-59

Assignments

Discussion Participation (20%)

One of the primary challenges of online education is finding a substitution for the interaction that occurs in a classroom. The discussion boards exist for this purpose. They allow students an opportunity to interact with one another as well as their instructor by critically engaging with course material. To this end, students will participate in 13 online class discussion boards, counting as 20% toward your final grade. You should post a minimum of 2 responses that involve critical engagement with the material and other students. For instructions on how to make sure you get credit for your posts please see the Discussion Response Instructions on CourseDen. All posts must be made within the required timeframe or will receive a late penalty.

Class discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Discussion Leaders (30%)

Students will select two weeks to be a discussion leader. Being a discussion leader entails submitting a critical summary and crafting 2 thoughtful questions based on that week's readings. Discussion leaders will also take a more active role on that week's discussion board. More detailed instructions and a sign-up sheet can be found in the Discussion Leader Instructions document under the Week 1 Module.

Bibliography (20%) and Research Paper (30%)

Students will be proposing a research study for the final paper. The paper may be on any topic related to the field of human trafficking, inside or outside the US. For example, students may propose to study the effects of legalized prostitution in New Zealand, migration policy and labor trafficking in the US, risk factors for commercial sexual exploitation of children, religious persecution and the trafficking of Rohingya fleeing Myanmar, etc. It's up to you!

In the paper, there will be an introduction about the topic such as its relevance and significance to present day (Part 1). Students will be required to write a literature review relevant to the topic (Part 2), followed by a theory-based research question or hypothesis for what each student wants to examine and what the study could contribute (Part 3). Students will propose hypothetically how they would study the topic (e.g., create a survey, observation, use an existing dataset, etc.) and provide justifications of why that is the best way to study it. Also, students will discuss potential statistics that they may consider if their study is quantitative, or how they would analyze qualitative data (Part 4). Finally, students will discuss limitations of their study and concluding remarks (Part 5).

To make sure students stay on track in regard to this, a bibliography to show that you are gathering sources on the topic will be due at the midpoint of the semester. More information about the paper and relevant due dates can be found on CourseDen under Week 1.

Schedule

Module 1: Overview of Trafficking
Week 1: Introduction to the Course
Week 2: Definitions
Week 3: Data
Week 4: Causes
Week 5: Theory

Module 2: Types of Trafficking
Week 6: Sex
Week 7: Labor
Week 8: Organ
Week 9: Child
Week 10: Bibliography

Module 3: Responding to Trafficking
Week 11: Domestic Law
Week 12: International Law
Week 13: Prosecution
Week 14: Protection
Week 15: Prevention

Week 16: Thanksgiving
Week 17: Final Paper

Course Policies and Resources

Schedule and Coursework

All coursework and exams will take place on-line through the CourseDen website. This course will have a reading list and course assignments that are due throughout the session. Be aware that although this is an online course you will need to do coursework on a near-daily basis in order to keep up with the class. On the CourseDen page you will see that each week has a 'learning module' that contains a PowerPoint lecture, any supplemental readings, and instructions for any discussion, assignment, or exam and a place to submit it.

Email Guidelines

Reference the course in all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 24 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Late Work Policy

Coursework that is turned in past the due date and time will be dropped one letter grade for each day it is late and be given a grade of 0 after 1 week, barring extenuating and documented circumstances.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. This includes the use of AI software Further, I maintain the right to report students to student conduct and/or fail them in the class. Please see the linked Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology.

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team. In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit https://www.westga.edu/academics/university- college/student-success/index.php (https://www.westga.edu/academics/university-college/student- success/index.php).

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/) 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/) 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).

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/) 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).

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).

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

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

ELL Resources

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

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)

Graduate Certificate in Public Policies, Programs, and Evaluation

2024-2025 Graduate New Program Request

General Information

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

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

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

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

Desired Effective Semester * `Fall`   **Desired Effective Year** * `2024`

Program Type *
- ○ Degree Program
- ○ Embedded Certificate
- ◉ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> 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.

School/ Department*

Department of Civic Engagement and Public Service

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

Program Information

Program Name* Graduate Certificate in Public Policies, Programs, and Evaluation

Degree Type*

Graduate Certificate

Program Description* This graduate certificate will equip students to be able to examine the development, structure, and content of public policies and programs, as well as apply evaluation methods to assess the impact and outcomes of policies and programs.

Program Location*

Online

Status* ⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☑ Online Only ☐ Hybrid

Curriculum Information

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

Type of Program* ⦿ Program ◯ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Structure of Programs

(choose 3 credit hours)

CRIM 5100 Problem-Solving Courts

POLS 5215 Management of Nonprofit Organizations

POLS 6203 Public Organizational Theory

Data Management and Public Service

(choose 3 credit hours)

CRIM 5001 Survey Research Methods

CRIM 5004 Managing Data

CRIM 6003 Applied Statistics in Criminology

CRIM 6013 Social Research

CRIM 6275 Planning and Evaluation

POLS 5217 Grant Writing for Nonprofit Organizations

POLS 6202 Research Methods for Public Administration

SOCI 6015 Managing Data

Public Policies and Programs

(choose 6 credit hours)

CRIM 5200 Punishment and Society

CRIM 5334 Human Trafficking

CRIM 6010 Theories of Crime and Justice

CRIM 6255 Delinquency, Family, and the Community

CRIM 6286 Internship

CRIM 6345 Homeland Security

CRIM 6350 Terrorism

POLS 5208 Public Health Administration and Policy

POLS 5209 Environmental Policy

POLS 5216 Gun Policy

POLS 5515 Terrorism and Counterterrorism

POLS 6211 Disaster Management

POLS 6286 Public Administration Internship

SOCI 5300 Housing and Homelessness

SOCI 6255 Delinquency, Family, and the Community

SOCI 6286 Internship

Methods of Evaluation

(required, 3 credit hours)

POLS 6204 Public Policy Analysis and Program Evaluation

Justification and Assessment

Rationale* This certificate will provide students with the knowledge, skills, and abilities to apply evaluation methods to the development and improvement of public policies and programs. This certificate combines appropriate coursework across the disciplines of political science, criminology, and sociology, preparing students for a wide array of public service careers. Further, the program is offered as a standalone certificate, appropriate for students who are already working in the field, though the courses may also be applied to the Masters in Public Administration within the department, should students choose to receive that degree as well.

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

1. Examine the development, structure, and content of public policies and programs.
2. Apply evaluation methods to assess the impact and outcomes of policies and programs.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from **here**, and upload.

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map.
USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal.
	☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).
Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the [icon] icon in the

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

Academic Year
Program Map
Graduate Certificate in Public Policies, Programs, and Evaluation

YEAR 1					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
Structure of Programs Course	3		Public Policies and Program Course	3	
Public Policies and Programs Course	3		POLS 6204	3	
Data Management and Public Service Course	3				
SEMESTER TOTAL	9		SEMESTER TOTAL	6	
Milestones			**Milestones**		

INSTRUCTIONS				COURSES
	DEPARTMENT:	Civic Engagement & Public Service		
	PROGRAM:	**Standalone Graduate Certificate**		**COURSES**

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you

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.

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.

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.

**Please note: All assessment data may not be collected directly within a course. This

#	Course
1	CRIM 5100 – Problem-Solving Courts
2	POLS 5215 – Management of
3	POLS 6203 – Public Organizational Theory
4	CRIM 5001 – Survey Research Methods
5	CRIM 5004 – Managing Data
6	CRIM 6003 – Applied Statistics in Criminology
7	CRIM 6013 – Social Research
8	CRIM 6275 – Planning and Evaluation
9	POLS 5217 – Grant Writing for Nonprofit
10	POLS 6202 – Research Methods for Public
11	SOCI 6015 – Data Management
12	CRIM 6010 – Crime and Public Policy
13	CRIM 5200 – Punishment and Society
14	CRIM 5334 – Human Trafficking
15	CRIM/SOCI 6255 – Delinquency, Family and
16	CRIM 6345 – Homeland Security
17	CRIM 6350 – Terrorism
18	POLS 5208 – Public Health Administration
19	POLS 5209 – Environmental Policy
20	POLS 5515 – Terrorism and Counterterrorism

an TP) which courses you will be collecting Assessment Data in.	be collected directly within a course. This step is only to highlight any courses that **directly collect data. Other data may come from other sources such as surveys.**	

21	POLS 5216 – Gun Policy
22	POLS 6244 – Disaster Management
23	Homelessness
24	Internship (as approved
25	Policy Analysis/Program

PROGRAMS, AND

PL-SLO 1	PL-SLO 2
Examine the development, structure, and content of public policies and programs.	Apply evaluation methods to assess the impact and outcomes of policies and
I	I
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M, A	M, A

Graduate Certificate on Public Policies, Programs, & Evaluation

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion
Examine the development, structure, and content of public policies and programs.	Relevance and Competitiveness	Scenario Paper in POLS 6204. In this course, students are required to complete scenario papers, in which students are provided with a current policy scenario, in which they must **assess the policy/program in its current state by identifying current and potential problems and areas of improvement** and then provide recommendations for change to strengthen the implementation or continued use of said policy. Students are evaluated on how well they are able to synthesize, examine, and analyze the current policy/program scenario.	Mean = 80%
Apply evaluation methods to assess the impact and outcomes of policies and programs.	Relevance and Competitiveness	Scores on Term Paper from POLS 6204. These research papers require students to apply concepts, techniques of analysis, and **evaluation methods** for the design and **assessment of public policies and programs**. Specifically, students will **conduct an evaluation** of a policy problem of their choice. In their papers students will draw on the material covered in the course to analyze and synthesize information about policies to argue why their problem is still a problem, as well as apply critical thought to solve complex policy problems in policy analysis and evaluation.	Mean = 80%

AY25	AY26	AY27	Interpretation & Use of Results	Improvement Plan

Graduate Certificate in Social Movement & Change

2024-2025 Graduate New Program Request

General Information

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2024`

Program Type*
- ◯ Degree Program
- ◯ Embedded Certificate
- ⦿ Stand-Alone Certificate
- ◯ Minor
- ◯ Endorsement
- ◯ Educator Certification

If embedded, please list the parent program.

Routing Information

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

curriculog@westga.edu.

School/ Department*

    Department of Civic Engagement and Public Service

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

Program Information

Program Name*   Graduate Certificate in Social Movement & Change

Degree Type*

    Graduate Certificate

Program Description*   The Graduate Certificate in Social Movement and Change equips students with essential knowledge and skills to address community challenges. Focused on advocacy, policy, and administration, the program empowers students to lead social movements and change in various contexts, including law and policy. This certificate program offers a multidisciplinary approach, allowing students to tailor their learning experience to align with their passion for social justice and change.

Program Location*

    Online

Status*   (•) Active-Visible   ( ) Inactive-Hidden

How will the proposed program be delivered?*
    ☐ Face-to-Face
    ☑ Online Only
    ☐ Hybrid

Curriculum Information

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

Type of Program*   (•) Program
    ( ) Shared Core

227

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

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

Step 2 - Adding Courses to the Curriculum Schema

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

Social and Institutional Problems

choose 3 credit hours

CRIM 5200 Punishment and Society
CRIM 5232 Family Violence
CRIM 6280 Seminar in Social Justice
CRIM 6333 Victimology
CRIM 6623 Crime and Social Inequality
SOCI 5323 Sociology of Race
SOCI 6280 Seminar in Social Justice
SOCI 6623 Inequality in Society

Special Populations in the Community

choose 3 credit hours

CRIM 5334 Human Trafficking
CRIM 6255 Delinquency, Family, and the Community
SOCI 5300 Housing and Homelessness
SOCI 5915 Violence Against Women

Policy, Planning, and Administration

choose 6 credit hours

CRIM 6010 Crime and Public Policy
CRIM 6222 Conflict Resolution
CRIM 6286 Internship
CRIM 6380 Criminal Justice Administration
POLS 5208 Public Health Administration and Policy
POLS 5209 Environmental Policy
POLS 6200 Public Budgeting and Financial Management
POLS 6203 Public Organizational Theory
POLS 6205 Administrative Law and Procedures
SOCI 5734 Social Work Skills
SOCI 6286 Internship
POLS 6286 Public Administration Internship

Creating Social Movement and Change

3 credit hours

SOCI 6700 Social Movements, Protest and Change

Justification and Assessment

Rationale* The Graduate Certificate in Social Movement and Change is a interdisciplinary program that integrates courses from Criminology, Sociology, and Public Administration for a comprehensive understanding. With a flexible structure accommodating diverse professional backgrounds, the program aims to cultivate a community of change agents committed to fostering a more just and equitable society.

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

1. Examine current social and institutional problems within communities
2. Develop a movement for social change in context of administration, law, and policy

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**.

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from **here**, and upload.

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*   ☑ I have attached the Program Map.

USGBOR One Step Proposal*   ☐ I have attached the USGBOR One Step Proposal.
☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*   ☑ I have attached the Assessment Plan.
☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment*   ☑ I have attached the Curriculum Map.

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

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

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

Academic Year Program Map Graduate Certificate in Social Movement & Change				
YEAR 1				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Social and Institutional Problems Course	3		Policy, Planning, and Administration Course	3
Special Populations in the Community Course	3		SOCI 6700	3
Policy, Planning, and Administration Course	3			
SEMESTER TOTAL	9		SEMESTER TOTAL	6
Milestones			**Milestones**	

Graduate Certificate in Social Movement and Change

Total: 15 credit hours

The Graduate Certificate in Social Movement and Change equips students with essential knowledge and skills to address community challenges. Focused on advocacy, policy, and administration, the program empowers students to lead social movements and change in various contexts, including law and policy. This certificate program offers a multidisciplinary approach, allowing students to tailor their learning experience to align with their passion for social justice and change.

Program-Level Learning Outcomes:

1. Examine current social and institutional problems within communities
2. Develop a movement for social change in context of administration, law, and policy

Social and Institutional Problems (choose 3 credit hours*): [PLO1 & PLO 2 Introduction]

- CRIM 5200 – Punishment and Society
- CRIM 5232 - Family Violence
- CRIM 6333 – Victimology
- CRIM 6623 – Crime & Social Inequality OR SOCI 6623 – Inequality in Society
- SOCI 5323 - Sociology of Race
- CRIM 6280 OR SOCI 6280 Seminar in Social Justice

Special Populations in the Community (choose 3 credit hours*): [PLO 1 Reinforcement]

- SOCI 5300 – Housing & Homelessness
- SOCI 5915 - Violence Against Women
- CRIM 5334 – Human Trafficking
- CRIM 6255 – Delinquency, Family, & the Community

Policy, Planning, and Administration (choose 6 credit hours*): [PLO 2 Reinforcement]

- POLS 5208 – Public Health Administration & Policy
- POLS 5209 – Environmental Policy
- POLS 6205 – Administrative Laws & Procedures
- CRIM 6010 – Crime and Public Policy
- CRIM 6380 – Criminal Justice Administration
- POLS 6200 – Public Budgeting and Financial Management
- POLS 6203 – Public Organizational Theory
- CRIM 6222 – Conflict Resolution
- SOCI 5734 – Social Work Skills
- CRIM/POLS/SOCI 6286 – Internship (as approved by director)

Creating Social Movement and Change (3 credit hours*) [PLO 1 & PLO2 Mastery]

- SOCI 6700 – Social Movements, Protest, & Change

*Electives that are not listed above can be approved by the Social Justice and Change Certif

Social Movement & Change Certificate Curriculum Map

DEPARTMENT:	Civic Engagement & Public Service		PL-SLO 1	PL-SLO 2
PROGRAM:	Standalone Graduate Certificate	COURSES	Examine current social and institutional problems within communities	Develop a movement for social change in context of administration, law, and policy
		1 CRIM 5200 - Punishment and Crime	I	I
		2 CRIM 5232 - Family Violence	I	I
		3 CRIM 6333 - Victimology	I	I
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4 CRIM 6623 - Crime & Social Inequality	I	I
		5 SOCI 6623 - Crime & Social Inequality	I	I
		6 SICU 5323 - Sociology of Race	I	I
		7 CRIM 6280 - Seminar in Social Justice	I	I
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 SOCI 6280 - Seminar in Social Justice	I	I
		9 SOCI 5300 - Housing & Homelessness	R	
		10 SOCI 5915 - Violence Against Women	R	
		11 CRIM 5334 - Human Trafficking	R	
		12 CRIM 6255 - Delinquency, Family, & Community	R	
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13 POLS 5208 - Public Health Administration & Policy		R
		14 POLS 5209 - Environmental Policy		R
		15 POLS 6205 - Administrative Laws & Procedures		R
		16 CRIM 6010 - Crime and Public Policy		R
		17 CRIM 6380 - Criminal Justice Administration		R
		18 POLS 6200 - Public Budgeting and Financial Management		R
		19 POLS 6203 - Public Organizational Theory		R

	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	**20**	CRIM 6222 - Conflict Resolution		R
		21	SOCI 5734 - Social Work Skills		R
		22	SOCI 6700 - Social Movements, Protest, & Change	M,A	M,A

University of West Georgia Office of Institutional Effectiveness and Assessment

Graduate Certificate in Social Movement & Change

Student Learning Outcome	Strategic Plan Connection	Measure/Method
Examine current social and institutional problems within communities	Relevance and Competitiveness	Movement Assignments in SOCI 6700. In this course, students are required to complete a series of papers in which they develop a social movement. As part of this, they must **identify the current problems that will serve as their movement's grievances** and how they will mobilize participants around those grievances. Students are evaluated on how well they have demonstrated problems that necessitate a movement and how those problems align with their movement's grievance and goals
Develop a movement for social change in context of administration, law, and policy	Relevance and Competitiveness	Final Paper and Presentation in SOCI 6700. This series of papers require students to **develop their movement's goals or desired outcomes related to social change and to identify how they would know when their movement has achieved those outcome**s. Students will identify administrative, legal, or policy outcomes that would achieve their movement's goals, explain how these outcomes address their movement's grievances, and draw on course materials to discuss the organizational structure, participants, and tactics needed to achieve these

Success Criterion	AY25	AY26	AY27	Interpretation & Use of Results	Improvement Plan
Mean = 80%					
Mean = 80%					

ACCT - 6200 - Accounting Innovation through Data Analytics

2024-2025 Graduate New Course Request

General Information

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

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

Desired Effective Semester* | Fall |

Desired Effective Year* | 2024 |

Routing Information

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

School/ Department* | Department of Accounting and Finance |

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 * | ACCT |

Course Number * 6200

Course Title * Accounting Innovation through Data Analytics

Course Type * | Accounting |

Catalog Course Description * This course will focus on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

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Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Grading* `Graduate Standard Letter`

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

Justification and Assessment

What is the rationale for adding this course?* As part of our proposal to modify our current MPAcc Progam to achieve a STEM designation, we propose adding ACCT 6200 - Accounting Innovation through Data Analytics. This course focuses on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

Student Learning Outcomes* To gain an appreciation of the use of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

To use data to analyze the impact of globalization on accounting.

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 12-20

Annual Enrollment *

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.

Accounting Innovation through Data Analytics
ACCT-6200

Spring 2025   Section 01   3 Credits

Description

This course will focus on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

Contact Information

Instructor: Dr. Heather R. Bono
Email: hrichard@westga.edu
Office: Richards Sr. Hall Room 269
Phone: 678-839-4814

Office Hours
Virtual Office Hours
Monday, Tuesday, Wednesday & Thursday: 3-5pm

Meeting Times

Tuesday & Thursday, 5:30-6:45 PM Partially at a Distance (51-94% online)

Materials

Textbook: Data Analytics for Accounting, Richardson, Teeter, and Terrell 3rd edition

Outcomes

1) Define data analytics and understand how those topics may apply to the accounting profession;
2) Apply data analytics to accounting and business problems;
3) Identify various data wrangling, data analytics techniques, and data visualization techniques in accounting;
4) Understand the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues.
5) Develop proficiency using software such as Python and SAS.

Evaluation/Assignments

Assignments	Information	Points
Lab Assignments	Various formats	140
Conceptual Assignments	Various formats	100
Mid-Term Exam	Comprehensive	80
Final Project	Individual Project	80
Total		400

Schedule
Course Calendar

Week	Topic
1	Chapter 1: Data Analytics for Accounting and Identifying the Questions
2	Chapter 2: Mastering the Data
3	Continue Chapter 2
4	Chapter 3: Performing the Test Plan and Analyzing the Results
5	Continue Chapter 3
6	Special Topic: Regression
7	Midterm Exam
8	Chapter 4: Communicating Results and Visualizations
9	Continue Chapter 4
10	Special Topic: SAS Viya
11	Chapter 5: Modern Accounting Environment
12	Chapter 6: Audit Data Analytics
13	Chapter 7: Managerial Analytics
14	Chapter 8: Financial Statement Analytics
15	Special Topic: Environmental, Social, and Governance (ESG) issues
16	Final Project

College/School Policies
Wolf Pact
Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor.
I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.
I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.
Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

About the Richards College of Business
Vision
To become a globally recognized college of business preparing forward-thinking, responsible leaders.

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

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

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

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

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

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

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

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

Center for Academic Success: The Center for Academic Success 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.(http://www.westga.edu/cas/)

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

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)

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/)Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors atTutor.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) .

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) .

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

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

ELL Resources

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

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

BIOL - 6750 - Clinical Neuroscience

2024-2025 Graduate New Course Request

General Information

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

Desired Effective Semester* [Fall]

Desired Effective Year* [2024]

Routing Information

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

School/ Department* [Department of Natural 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

249

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* BIOL

Course Number* 6750

Course Title* Clinical Neuroscience

Course Type* Biology

Catalog Course Description* This course will provide an understanding of human neuroanatomy & neurophysiology through examination of key clinical diagnoses & clinical cases. Students will apply foundation knowledge of neuroanatomy & neurophysiology from assigned readings to describe the pathophysiology associated with key clinical diagnoses, and then practice diagnostic skills with example clinical cases. Students with experience in anatomy and physiology, human physiology, and/or histology will be best prepared for this course. This course will prepare students moving into postgraduate health-related industries or professional schools.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

250

Corequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* [Graduate Standard Letter]

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

Justification and Assessment

What is the rationale for adding this course?* The course adds depth to our new MS Biology - Biomedical Sciences Concentration offerings. Neuroscience has been a popular clinical undergraduate course. This class offers advanced clinical discussions and rigorous content for graduate students. It is being offered entirely online to maximize enrollment. In addition, the 6000 level designation (because of enhanced rigor) will assist our nonthesis students in achieving the required 15 credit hours at the 6000 level, which has been an issue, particularly for students who attend UWG as undergraduates. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

Student Learning Outcomes* 1. Understand the basic structures & functions of the nervous system through assigned readings, quizzes, and review sessions with instructor.
2. Apply the foundational knowledge to analyze key clinical diagnoses & clinical cases related to the main structures & functions of the nervous system.
3. Explain how a nervous system pathway or nervous system cell (neuron or glia) is affected structurally and/or functionally by common nervous system disorders.
4. Develop written responses on exams applying knowledge from assigned readings, quizzes, & clinical case assignments.

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*   10

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.

BIOL 6750 Clinical Neuroscience

3 Credits (modality: 100% Online); Offered Fall or Spring Semester on a 1-2 year rotation schedule based on need.

Description

This course will provide an understanding of human neuroanatomy & neurophysiology through examination of key clinical diagnoses & clinical cases. Students will apply foundation knowledge of neuroanatomy & neurophysiology from assigned readings to describe the pathophysiology associated with key clinical diagnoses, and then practice diagnostic skills with example clinical cases. Students with experience in anatomy and physiology, human physiology, and/or histology will be best prepared for this course. This course will prepare students moving into postgraduate health related industries or professional schools.

Course Objectives

1. Understand the basic structures & functions of the nervous system through assigned readings, quizzes, and review sessions with instructor.
2. Apply the foundational knowledge to analyze key clinical diagnoses & clinical cases related to the main structures & functions of the nervous system.
3. Explain how a nervous system pathway or nervous system cell (neuron or glia) is affected structurally and/or functionally by common nervous system disorders.
4. Develop written responses on exams applying knowledge from assigned readings, quizzes, & clinical case assignments.

Course Meetings

- **100% Online:** The course meets 100% online through CourseDen, and there are no proctored exams required. Most work can be completed asynchronously. All students will be independently reviewing assigned readings and taking quizzes based on those readings via CourseDen to generate foundational knowledge. The Instructor will provide video presentations discussing commonly missed quiz items & answer questions submitted by students. The Instructor will also be available for live video conferencing to address student questions related to readings and assignments. Students will be assigned to groups to work on Clinical Case Discussion Board Assignments. Each group will have 2 unique clinical cases to review, understand, and present as a discussion board posting assignment to the entire class prior to each exam (e.g., 4 exams = 8 clinical case assignments). The Instructor will be available for live video conferencing with groups to help answer questions related to clinical case assignments as well. The exams in the course will be written responses (typed) via the quiz submission tool via CourseDen. Questions will be geared toward not only demonstrating foundational knowledge, but applying it to unique scenarios that

have similarities to the clinical cases presented in the discussion board assignments.

Required Materials

- Required Textbook:
    - Haines, Duane E. *Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, & Syndromes*. 10th ed. Wolters Kluwer. ISBN: 9781496384164 (paperback or ebook).
- Supplemental Textbook (free access online):
    - *Neuroscience Online*. University of Texas Health Sciences Center at Houston. https://nba.uth.tmc.edu/neuroscience/m/
- Supplemental Website Resource (free access online):
    - *The Human Memory Website.* The Human Memory. https://human-memory.net/

Evaluation

Criteria:

Final Course Grade is a Weighted Average as follows:

50% Exams

30% Clinical Case Group Work Assignments

20% Assigned Reading Quizzes

Breakdown:

A   89.5-100%

B   79.5-89.4%

C   69.5-79.4%

F   0-69.4%

Assigned Reading Topics & Tentative Schedule—days are representing M-F

Unit 1 Chapters 1 Introduction & 2 External Morphology of the Central Nervous System (Haines)

Instructor video conferencing always available

Days 1-3: Review assigned reading

Day 4: Reading quiz & question requests for Instructor due

Day 6: Instructor video post addressing submitted questions & missed quiz questions

Day 7: Clinical case #1 discussion board assignment due

Unit 1 Chapters 3 Cranial Nerves & 4 Meninges, Cisterns, Ventricles, & Related Hemorrhages (Haines)

Instructor video conferencing always available

Days 7-9: Review assigned reading

Day 10: Reading quiz & question requests for Instructor due

Day 12: Instructor video post addressing submitted questions & missed quiz questions

Day 13: Clinical case #2 discussion board assignment due

Day 15: Exam #1

Unit 2 Chapter 5 Internal Morphology of the Brain in Unstained Slices and in MRI (Haines)

Instructor video conferencing always available

Days 16-18: Review assigned reading

Day 20: Reading quiz & question requests for Instructor due

Day 22: Instructor video post addressing submitted questions & missed quiz questions

Day 23: Clinical case #3 discussion board assignment due

Unit 2 Chapter 6 Internal Morphology of the Spinal Cord & Brain: Functional Components, MRI, Stained Sections (Haines)

Instructor video conferencing always available

Days 23-25: Review assigned reading

Day 27: Reading quiz & question requests for Instructor due

Day 29: Instructor video post addressing submitted questions & missed quiz questions

Day 30: Clinical case #4 discussion board due

Day 32: Exam #2

Unit 3 Chapter 7 Internal Morphology of the Brain in Stained Sections: Axial-Sagittal Correlations with MRI (Haines)

> Instructor video conferencing always available

> Days 33-35: Review assigned reading

> Day 37: Reading quiz & question requests for Instructor due

> Day 39: Instructor video post addressing submitted questions & missed quiz questions

> Day 40: Clinical case #5 discussion board due

Unit 3 Chapter 8 Tracts, Pathways, and Systems in Anatomical and Clinical Orientation (Haines)

> Instructor video conferencing always available

> Days 40-42: Review assigned reading

> Day 44: Reading quiz & question requests for Instructor due

> Day 46: Instructor video post addressing submitted questions & missed quiz questions

> Day 47: Clinical case #6 discussion board due

> Day 49: Exam #3

Unit 4 Chapter 9 Clinical Syndromes of the CNS (Haines)

> Instructor video conferencing always available

> Days 50-52: Review assigned reading

> Day 54: Reading quiz & question requests for Instructor due

> Day 56: Instructor video post addressing submitted questions & missed quiz questions

> Day 57: Clinical case #7 discussion board due

Unit 4 Chapter 10 Anatomical-Clinical Correlations: Cerebral Angiograms, MRA, and MRV (Haines)

> Instructor video conferencing always available

> Days 57-59: Review assigned reading

> Day 61: Reading quiz & question requests for Instructor due

> Day 63: Instructor video post addressing submitted questions & missed quiz questions

Day 64: Clinical case #8 discussion board assignment due

Day 66: Exam #4 (During final exam week)

Common Language for Course Syllabi

Students should review the following information each semester.

Academic Support

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards.

If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Accessibility Services.

Center for Academic Success

The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically.

For more information, contact them: (678) 839-6280 or cas@westga.edu.

University Writing Center

The University Writing Center assists students with all areas of the writing process.

For more information, contact them: (678) 839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities.

For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

Resources for Online Students

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

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

Academic Dishonesty Tracking System

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account through Gmail. 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).

House Bill 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

Additional Information Regarding House Bill 280

You may also visit our website for help with USG Guidance:

Campus Carry Legislation at UWG

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.

English Language Learning (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.

Addendum III

RATIONALE

The proposed modifications to sections 104.0208,104.0209, and 104.0210 of the UWG Faculty Handbook incorporate the Board of Regents Policy Changes. The revisions to 104.0208 and 104.0209 bring UWG into compliance with BOR policy regarding Post Tenure Review. Changes to 104.0210 clarify the annual review process for administrative personnel.

Original

104.0208 Performance Improvement Plan

If the peer committee evaluates a faculty member's regular Post-Tenure Review or Corrective Post- Tenure Review as unsatisfactory or not meeting expectations, then a Performance Improvement Plan is created by the applicable department chair/supervisor and the dean in collaboration with the faculty member and the PTR advisory committee (see USG Academic Affairs Handbook for details of the Performance Improvement Plan).

The PIP process of meetings between the faculty member and chair/supervisor will begin in the following academic year. A minimum of two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, and plan outcomes for the upcoming time period. The faculty member may at their discretion and as needed request additional meetings with the chair. The assessment of the PIP will take the place of that year's annual review. At the conclusion of the academic year the faculty member's progress will be determined by the department chair and dean in collaboration with the PTR advisory committee.

If the faculty member successfully completes the Performance Improvement Plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule (without resetting the PTR clock).

If the faculty member fails to make sufficient progress in performance as outlined in the Performance Improvement Plan, the due process steps outlined below will be followed.

Proposed Change

104.0208 Performance Improvement Plan

If the peer committee evaluates a faculty member's regular Post-Tenure Review or Corrective Post- Tenure Review as unsatisfactory or not meeting expectations, then a Performance Improvement Plan is created by the applicable department chair/supervisor and the dean in collaboration with the faculty member and the PTR advisory committee (see USG Academic Affairs Handbook for details of the Performance Improvement Plan).

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If the faculty member successfully completes the Performance Improvement Plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule (without resetting the PTR clock).

If the faculty member fails to make sufficient progress in performance as outlined in the Performance Improvement Plan, the due process steps outlined below will be followed.

(Note that while this section of the Handbook pertains to tenured faculty members, tenure-track faculty members will also be evaluated annually on the elements of teaching, student success activities, research/scholarship, and service, following the procedures describe above. In the case of deficiency identified through an annual evaluation, they will be put on a Performance Remediation Plan (PRP). If there is deficiency over two consecutive annual evaluations, institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment.)

Original

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Following a negative PIP, the applicable department chair/supervisor and the dean shall recommend an appropriate remedial action, which should be commensurate with the seriousness of the deficiencies but should implement further steps to retain the tenured faculty member and improve their performance. For example, remedial action for teaching-related issues noted in the PIP could include pedagogy workshops; scholarship-related deficiencies could include becoming involved in writing groups; service-related issues could be addressed by involvement in professional organizations. Additional remedial actions which may be imposed are specified in the Board of Regents PTR Policy, https://www.usg.edu/academic_affairs_handbook/section4/C690 which states that "Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up 70 Revised August 12, 2021 41 to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal."
If the faculty member decides to appeal the recommended remedial action, the following due process steps shall be followed:

1. The faculty member has 10 business days from receiving the recommendation of the dean/department chair for remedial action to request a further review of the PTR committee.

2. The PTR committee may recommend revising the dean's/chair's remedial action. If the revised plan is mutually acceptable to the dean/chair, the revised recommendations will be implemented. If the faculty member disagrees with the recommended remedial action, they may appeal to the University-wide Post-Tenure Review Appeals Committee within ten (10) business days of receipt of the dean's decision.

3. Composition of the University-wide Post-Tenure Review Appeals Committee

   By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
School of Communication, Film, and Media:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

4. The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post- tenure review so that committee members will be aware of these before any review process begins.

5. Any faculty member appealing for reconsideration shall state in writing the grounds for their request and shall include in this appeal such additional material as is pertinent.

6. The documentation submitted by each faculty member, including that regarding the grounds for their appeal, shall be reviewed by committee members prior to committee meetings.

7. The University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's appeal in light of the written appeal. Each member of the committee shall vote by secret ballot to approve or reject the appeal.

8. The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written rationale for the majority opinion. If the Committee agrees with the Dean's decision, the recommended remedial action shall be in effect.

9. If the Committee decision disagrees with the dean's determination, it shall issue its recommendation to the Provost and the faculty member within 20 business days.

   The following steps are taken verbatim from the USG Academic Affairs Handbook:

10. Within 5 business days of receiving the recommendation, the Provost shall send an official letter to the faculty member communicating the Provost's decision.

11. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of their decision and the process for discretionary review application as provided for in Board of Regents' Policy Manual 6.26.

12. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.

13. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26).

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Faculty are strongly encouraged to consult the Board of Regents website to view the most updated policies concerning these procedures.

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the performance improvement plan, the department chair and dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the performance improvement plan (or has refused to engage reasonably in the process), the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies.

Upon request by the faculty member, the PTR committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation. If the faculty member does not request a review by the PTR committee, the Provost will make the final determination on remedial action. If the faculty member does want to request a review by the PTR committee, the faculty

member has 10 calendar days from receiving the recommendations of the dean/dept. chair to request the PTR committee review. If received within 10 calendar days, the request will be granted.

The following due process will be followed for the PTR Committee review:
1. The PTR committee will review the recommendation of the department chair and dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 calendar days of the request for review by the faculty member.

2. Within 5 calendar days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the remedial action.

The Provost's remedial action may include, but not be limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. If the remedial action is separation from employment, and only in that case, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. If the faculty member requests a formal hearing within 5 calendar days of receiving the Provost's official letter, the Provost will grant that request.

The following procedures will be followed for the final faculty hearing:
1. Composition of the University-wide Post-Tenure Review Appeals Committee

By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review (Final Dismissal Post Tenure Review Appeals Committee) to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
School of Communication, Film, and Media:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post- tenure review so that committee members will be aware of these before any review process begins.

2. The Post Tenure Review Appeals Committee will notify the faculty member recommended for dismissal in writing at least 15 calendar days prior to the hearing.

3. Prior to the hearing, the Post Tenure Review Appeals Committee will review all documentation relevant to the post-tenure review of the faculty member.

4. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.

5. The President and the faculty member shall be notified in writing of the recommendation of the Post Tenure Review Appeals Committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.

6. The President may or may not follow the recommendation of the committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the Post Tenure Review Appeals Committee regarding the decision and the supporting reasons. The President should also notify the faculty member of the discretionary review process as provided for in the Board of Regents Policy: BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW.

7. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date.

Original

104.0210 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a Does Not Meet, Meets, or Exceeds Expectations evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a

three-year plan, the appropriate dean will be responsible for developing the plan for professional development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for their activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

Proposed Change

104.0210 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a Does Not Meet, Meets, or Exceeds Expectations evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for professional development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for their activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

(Note that while this section of the Handbook pertains to administrators who are tenured faculty members, the annual review process described in the current paragraph will also apply to academic administrators who hold a faculty rank but are not tenured.)