Memorandum

To: General Faculty

Date: February 4, 2026

Regarding: Faculty Senate Agenda for February 6, 2025 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The January 23, 2026 Faculty Senate Meeting Minutes were approved electronically on January 27, 2026.
4. Discussion with Leadership
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates

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

Action Items (Addendum I):

A) Richards College of Business
   1) Department of Economics
      a) Bachelor of Arts with a Major in International Economic Affairs

         Request: Delete

         The program has not met the graduation requirements of 10 per year to remain viable.

B) College of Mathematics, Computing and Sciences
   1) School of Field Investigations and Experimental Sciences
      a) Biology, Professional Preparation Track, B.S.

Request: Revise

Modifications to the Biology program have been applied which include three new tracks. This Pre-professional track is no longer offered.

b) ENGR - 1101 - Introduction to Makerspace

Request: Add

Introduction to Makerspace strengthens the engineering science curriculum by providing first-year students with early exposure to hands-on learning, design thinking, and practical problem-solving. The course bridges foundational math and science concepts with real-world engineering applications through prototyping and fabrication activities, helping students develop technical skills, creativity, teamwork, and confidence. By engaging students in experiential learning early in the program, the course supports student retention, promotes engineering identity, and prepares students for success in upper-level laboratory, design, and capstone courses.

c) ENGR - 2101 - Intro to Engineering Design

Request: Add

Introduction to Engineering Design emphasizes the full engineering design process, reinforcing analytical thinking, creativity, teamwork, and professional communication while introducing ethical and societal considerations central to engineering practice. By situating design early in the curriculum, the course prepares students for advanced technical coursework, laboratory experiences, and capstone projects, ensuring they develop both the conceptual understanding and practical skills essential for success in the engineering sciences and related career pathways.

d) ENGR - 3101 - Engr Economics and Quality

Request: Add

Engineering Economics and Quality is an essential component of the engineering science program because it equips students with the analytical tools needed to make sound engineering decisions that balance technical performance, cost, and quality. By integrating economic analysis with quality engineering concepts, the course prepares students to approach engineering

problems holistically, supporting efficient resource use, continuous improvement, and data-driven decision-making. This knowledge is vital for success in capstone design projects and professional engineering practice.

e) ENGR - 4101 - Senior Design and Prototyping

Request: Add

This course is an important component of the engineering science program because it reinforces the development of professional skills essential to engineering practice, particularly effective teamwork and collaboration. Engineering problems are increasingly complex and interdisciplinary, requiring engineers to work productively in team-based environments. By emphasizing collaborative problem-solving, communication, and shared responsibility, the course prepares students to function effectively on diverse teams.

f) GEOL - 3014 - Mineralogy and Crystallography

Request: Revise

The most common time distribution for lectures accompanied by labs at UWG is 3 hours of lecture and 2 hours of lab (4 credit hours for both student and faculty workload). Mineralogy and Crystallography-GEOL3014 has required 6 hours of instruction for many years, and is documented in the catalog as 2 hours of lecture and 4 hours of lab. In practice, this has been offered as 3 hours of lecture and 3 hours of lab. This proposed change will: 1. align GEOL3014 with most of the other lectures+lab on campus. This will be less confusing for students as they build their schedules. 2. create a slightly more equitable workload for faculty offering this course. For many years the instructor has offered 6 hours of time and has only been acknowledged for 4 hours of workload. This change will require 5 hours of instruction for 4 hours of workload. 3.will allow the Earth and Environmental Sciences program and its students to reduce course conflicts by regaining one instructional hour throughout the week. The redistribution of lecture and lab time does not result in a change in the course credit hours, and therefore does not impact the EES program, or the recently deactivated geology program (teach out students).

2) School of Computing, Analytics, and Modeling
   a) COMP - 2400 – Networking

      Request: Revise

      Concerns with student progress and repetitive course curriculum have been noted through data gathered by the Computing Faculty via program assessment, student graduation exit interviews, and informal methods including discussions during student mentoring meetings. Faculty have also noted concerns with student preparedness in upper-level courses across the program as well as confusion over the distinction between the Computing program and the Computer Science program. We are proposing minor revisions to the Computing Program along with associated course modification and add requests to address these concerns in the following ways. - Provide enhanced guidance for students pursuing the program by opening more elective offerings and pairing down the number of depth courses where depth courses are meant to best align with the area of a student's intended future career or further academic studies (showing a greater depth of study in this area). - Rename Breadth Required areas and Breadth Elective areas to Required and Elective to simplify the naming of program components. - Refine the set of courses in the list for both Elective and Depth courses to better distinguish between the two major programs. - Introduce a new course, Comp 2400, focusing on networking as a Required course. - Modify the pre-requisites for multiple Comp courses to eliminate the need for redundant course curriculum and improve student preparedness in upper-level courses. This course is being introduced with two primary goals. 1) Enhance the coverage of networking/system administration concepts and practices which were previously both covered by Comp 3400. Comp 2400 will now focus on networking, and Comp 3400 will focus on system administration. 2) Introduce new course options for students in Computing which serve to further distinguish the program from Computer Science.

   b) Computing, B.S.

      Request: Revise

Concerns with student progress and repetitive course curriculum have been noted through data gathered by the Computing Faculty via program assessment, student graduation exit interviews, and informal methods including discussions during student mentoring meetings. Faculty have also noted concerns with student preparedness in upper-level courses across the program as well as confusion over the distinction between the Computing program and the Computer Science program. We are proposing minor revisions to the Computing Program along with associated course modification and add requests to address these concerns in the following ways. - Provide enhanced guidance for students pursuing the program by opening more elective offerings and pairing down the number of depth courses where depth courses are meant to best align with the area of a student's intended future career or further academic studies (showing a greater depth of study in this area). - Rename Breadth Required areas and Breadth Elective areas to Required and Elective to simplify the naming of program components. - Refine the set of courses in the list for both Elective and Depth courses to better distinguish between the two major programs. - Introduce a new course, Comp 2400, focusing on networking as a Required course. - Modify the pre-requisites for multiple Comp courses to eliminate the need for redundant course curriculum and improve student preparedness in upper-level courses.

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

Action Items (Addendum II):

A) College of Education

1) Department of Educational Technology and Foundations

a) MEDT - 7489 - Asynchronous Online Course Design

Request: Add

Program faculty have added this course to keep pace with changes in the field of online teaching and learning. This course focuses specifically on online design, which was missing as a central focus in the prior lineup of courses. In addition,

within this course focused on design, this course allows faculty to more clearly address "asynchronous" online design.

b) MEDT - 7496 - Generative AI for P-12

Request: Add

Our student audience of school librarians and teachers has expressed a strong need for guidance in the area of generative AI in education. Our program faculty propose to add this elective based on the rapid changes in the field in response to learners' needs.

2) Department of Leadership, Research, and School Improvement

a) EDLE - 9901 - Advanced Principles of Strategic Leadership

Request: Add

This is a new course designed for Strategic Leadership Track for the EDSI program. This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.

b) EDLE - 9902 - Advocacy, Influence, and Stakeholder Relations

Request: Add

This course was developed to support the new Strategic Leadership track for the EDSI program. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media.

c) EDRS - 9105 - Applied Qualitative Research for School Improvement

Request: Add

Updated research class to directly support research for school improvement efforts in K12 settings. This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies.

d) EDRS - 9106 - Applied Quantitative Research for School Improvement

Request: Add

This course was developed to support the School Improvement Ed.D. with a focus on applied research in K12 schools. This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies.

e) EDSI - 9995 - Capstone I

Request: Add

Capstone I establishes the foundation for the capstone sequence in the Ed.D. in School Improvement program. This course provides students with the structured time, guidance, and resources needed to identify and refine a problem of practice, conduct an initial review of literature, develop a conceptual framework, and design a research plan. These skills are essential for success in subsequent capstone phases (EDSI 9996 and 9997).

f) EDSI - 9996 - Capstone II

Request: Add

Capstone II is necessary to ensure doctoral candidates in the School Improvement program are adequately prepared for the final phase of their capstone projects. The capstone is the culminating demonstration of a candidate's ability to integrate theory, research, and practice in addressing a problem of practice. Without a structured second phase, students risk insufficient scaffolding in the critical stages of data collection and preliminary analysis.

g) EDSI - 9997 - Capstone III

Request: Add

EDSI 9997: Capstone III is critical to the integrity and completion of the doctoral capstone sequence in the School Improvement program. As the culminating

phase, Capstone III provides the structure and support students need to synthesize, finalize, and communicate their research findings in ways that directly impact educational practice.

B) College of Humanities, Arts, and Social Sciences

1) School of Social Sciences

a) Embedded Certificate in Human Science Research

Request: Add

The UWG Psychology Program seeks to offer an embedded graduate certificate focused in conducting psychological research through human science methods—i.e. qualitative, participatory, community-based, arts-based, and mixed methods approaches. Successful completion includes practical application of all steps in the human science research process—conducting a literature review, writing a proposal, collecting and interpreting data, producing research findings, and disseminating psychological research findings for academic and public consumption. Various industries are increasingly seeking employees with qualitative and mixed media research expertise, which can provide them with nuanced psychological insights into human experience. Graduates will enter the workforce with research expertise to produce impactful psychological insights that can facilitate transformation in healthcare, wellness, non-profit, academic, marketing, media, and community organizations. The certificate consists of 14 credit hours including 11 hours of required courses (PSYC 6021, PSYC 6083, PSYC 7810A, PSYC 7810B) and 3 hours chosen from two courses (PSYC 6899 Thesis or PSYC 6881 Independent Project).

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

Information Item:

A) Raising the Undergraduate GPA Requirement

1) APC discussed the issue at length and is committed to have a resolution by the March 13, 2026 Senate Meeting.

a) APC members will go back to their faculty to discuss the issue and will bring information to their February 23, 2026 meeting.

b) APC members would like more data that Dr. Monica Smith will provide:

        i. IPEDS data on GPA admission from 2016 cohorts to the present.
6. Old Business
    a. None
7. New Business
    a. Focused discussion on AI.
        i. Presentation by Dr. John Upson: "What AI competencies does the workplace expect from our graduates?"
8. Announcements
9. Adjourn

Addendum I

Bachelor of Arts with a Major in International Economic Affairs

2026-2027 Undergraduate Delete Program Request

General Information

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester - Please update* Summer

Desired Effective Year - Please update* 2026

What would you like to do?*
- (•) Deactivate Existing Program
- ( ) Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* Richards College of Business | Department of Economics

Is this a School of Nursing or School of ( ) Yes (•) No

Is this a College of Education Program?* ( ) Yes (•) No

Communication, Film and Media course?*

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

- [ ] Yes
- [x] No

Program Information

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

Type of Program* (•) Program ( ) Shared Core

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

DO NOT edit the imported information below.

Program Name* Bachelor of Arts with a Major in International Economic Affairs

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Location* Carrollton

Program Description* The B.A. with a major in International Economic Affairs offers a liberal arts education with careful attention to international economics and foreign language skills, as well as providing an understanding of international affairs. Students are prepared for internationally-oriented careers in business, the professions, and public service.

Status* (•) Active-Visible ( ) Inactive-Hidden

Prospective Curriculum - Not Applicable *

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Major Specific Courses

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
[After] Foreign Language through 2002 9

CISM 2201 Foundations of Spreadsheet Analysis

Courses required for the degree: 42 Hours

Major Courses: 30 Hours

ECON 3410 Macroeconomic Policy
ECON 3411 Intermediate Microeconomics
ECON 4410 Money and Banking
ECON 4450 International Economics
ECON 4484 Seminar in Economics
[After] One approved econ elective

[After] Internship or Approved Global Elective

[After] Modern foreign history

[After]

One international POLS

One non-ECON international Business

FINC 4521 International Finance
MGNT 3627 Managing Cultural Differences
MGNT 4625 International Management
MKTG 4866 International Marketing

Supporting Courses: 12 Hours

ECON 3402 Statistics for Business I
GEOG 1013 World Geography
[Before] and

ANTH 1102 Introduction to Anthropology
[Right] (or)

XIDS 2301 Introduction to Global Studies
[Right] (or)

SOCI 1160 Introduction to Social Problems
[After] and

[After] FORL 2002 or upper division FORL*

Electives: 18 Hours

No more than 18 hours of major or elective courses may be taken in traditional business subjects (ACCT, CISM, FINC, MGNT, MKTG or RELE).

Total: 120 Hours

*** 2002 or a 3000-or above language course.**

Justification and Assessment

Rationale* The program has not met the graduation requirements of 10 per year to remain viable.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu.

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found here.

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

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Program: Bachelor of Arts with a Major in International Economic Affairs

Students will no longer be admitted into the program beginning Summer 2026. The academic programs of Bachelor of Business Administration with a major in Economics, Bachelor of Business Administration with a major in Data Intelligence and Business Analytics, and Batchelor of Science with a major in Economics will be available to incoming students who wish to major in Economics. There are currently five (5) students remaining in the program. Those students have been notified of the decision to close the program through email and advising sessions, and via posting on the department website. All remaining students will have ample opportunity to complete their program of study. All of the major requirements that are taught by the Economics Department for the Bachelor of Arts program (ECON 3410, 3411, 4450, and 4484) are either major requirements for the Bachelor of Science in Economics program or in regular rotation as upper division electives and hence will be readily available to ALL students including Batchelor of Arts students. In particular, each course is offered at least once per year. The elective courses will continue to be offered at the same rate, as they are currently either required or elective courses for the B.S. program. Any required courses offered by other colleges will continue to be offered once, else appropriate substitutions will be provided/approved. There are no additional charges/expenses to students to complete this teach out plan. Economics Department faculty and staff were notified by direct communication via email and at departmental meetings. No faculty or staff members will be adversely affected by the deactivation, as no course changes are currently necessary.

Biology, Professional Preparation Track, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply) *

- [ ] Program Name
- [x] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [ ] Program Curriculum
- [ ] Other

Desired Effective Semester * Summer

Desired Effective Year * 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

curriculog@westga.edu.

School/ Department* School of Field Investigations and Experimental Sciences

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

Is this a College of Education Program?* ○ Yes ◉ No

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ◉ No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program ○ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Biology, Professional Preparation Track, B.S.

Program ID - DO NOT EDIT*	4983
Program Code - DO NOT EDIT	
Program Type*	Bachelor
Degree Type*	Bachelor of Science

Program Description* Biology, General Biology Track, B.S.

The general track for the B.S. degree in Biology is the appropriate track for any student who plans to pursue a graduate degree in any area of biological sciences or for students who plan to seek employment in industry, government, or environmental laboratories.

Biology, Professional Preparation Track, B.S.

The professional preparation track prepares students for further advanced study in medical, dental, veterinary, physical therapy, or other allied health fields.

Accelerated Bachelor's to Master's Degree pathway in Biology (Non-thesis Track)

The Accelerated Bachelor's to Master's Degree Pathway in Biology (Non-thesis Track) at the University of West Georgia allows outstanding students who major in Biology to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Biology (Non-Thesis Track) allows exceptional students to count up to six (6) hours in the M.S. Biology (Non-Thesis Track) toward both degrees.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Biology, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in M.S. in Biology (Non-Thesis Track) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Students applying for the ABM Pathway in Biology (Non-Thesis Track) must:

Have completed at least 90 hours toward a B.S. in Biology.

Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.

Have taken BIOL 2108+BIOL 2108L.

Meet all admission requirements for the M.S. in Biology (Non-Thesis Track) with the exception of the complete B.S. in Biology.

Students applying for the accelerated program will not be required to take standardized admissions tests.

The list below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the pathway may receive credit for two such courses in the M.S. Biology (Non-Thesis Track) which requires 30 hours of coursework. Undergraduate students admitted to the ABM pathway should take at least one (1) 4000-levle course before taking any of the 6000-level courses listed below.

Graduate Course followed by Undergraduate Course which is being replaced:

1) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry

2) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research

Status* ○ Active-Visible ◉ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus
[Right] advised to take under Core IMPACTS Area M

[After] Two lab sciences required under Core IMPACTS Area T, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Note:

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Field of Study: 18 Hours

MATH 1113 Precalculus
BIOL 2107 Principles of Biology I for Biology Majors
BIOL 2107L Principles of Biology I Lab for Biology Majors
BIOL 2108 Principles of Biology II for Biology Majors
BIOL 2108L Principles of Biology II Lab for Biology Majors
[After] 1000/2000 Level Academic Electives 10

Requirements for Major: (21 hours BIOL 3000/4000): 39 Hours

Lower division requirements for Major:

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory

Upper division requirements for Major: 39 Hours

Organismal Requirement 3 - 4

Prokaryotic Requirement 3 - 4

Ecological/Evolutionary Requirement 3 - 4 1

Physiological Requirement 3 - 4 1

Cell and Molecular Requirement 3 - 4

Clinical Requirement 3-4

Chemistry Requirement 3 - 4

Biology Electives (3000/4000) 0 - 29

Electives (3000/4000) 0 - 9

BIOL 4984 Senior Biology Seminar
[After] All Biology majors are required to take BIOL 4984 Senior Biology Seminar - in the last semester of the degree completion.

Supporting Courses for the Major: 6 Hours

MATH 1113 Precalculus
[Right] (if not in Area F)

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] (if not in Area F)

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[Right] (if not in Area F)

BIOL 1110 Biological Diversity
[Right] (if not in Area F)

Electives: 0-15 Hours

Total: 120 Hours

Subtopic Biology Courses

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A

Courses that meet the Requirement

Sub-Discipline

Organismal Requirement

BIOL 3221 Taxonomy of Flowering Plants and Ferns
BIOL 3223 Vascular Plants
BIOL 3226 Natural History of Vertebrates
BIOL 3231 Comparative Vertebrate Anatomy
BIOL 3232 Vertebrate Evolution
BIOL 4241 Entomology
BIOL 4242 Invertebrate Zoology
BIOL 4245 Ichthyology
BIOL 4441 Animal Behavior

Prokaryotic Requirement

BIOL 3310 Microbiology

Ecological/Evolutionary Requirement

BIOL 3135 Ecology
BIOL 3242 Evolution

Physiological Requirement

BIOL 3513 Human Physiology
BIOL 4539 Comparative Physiology

Cell and Molecular Requirement

BIOL 3134 Cell and Molecular Biology

Clinical Requirement

Clinical Requirement

BIOL 3621 Genetics and Medical Genetics
BIOL 3526 Vertebrate Histology
BIOL 4315 Bacterial Genetics
BIOL 4325 Advanced Medical Microbiology
BIOL 4727 Essentials of Immunology
BIOL 4728 Bacterial Pathogenesis
BIOL 4730 Emerging Pathogens
BIOL 4731 Introduction to Toxicology
BIOL 4732 Biology of Aging
BIOL 4734 Neuroscience

Chemical Requirement

BIOL 4503 Biological Perspectives: Biochemistry
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II Laboratory
CHEM 3310K Analytical Chemistry
CHEM 4711 Biochemistry

Note:

*** Lab not required for Secondary Education Track**

Note 2:

Students in the Accelerated Bachelor's to Master's in Biology pathway should take: 1) BIOL 6503 Biological Perspectives: Biochemistry in place of BIOL 4503 Biological Perspectives: Biochemistry, and 2) BIOL 6983 Graduate Research in place of BIOL 4983 Senior Biology Research.

Course Pre-requisite Information

Note 1:

Unless otherwise noted in the course description, the prerequisites for all upper

division courses are equivalent to either of the following two combinations of

courses including the minimum grade designations.

Combination A is:

BIOL 2107 Principles of Biology I for Biology Majors
BIOL 2107L Principles of Biology I Lab for Biology Majors
BIOL 2108 Principles of Biology II for Biology Majors
BIOL 2108L Principles of Biology II Lab for Biology Majors
CHEM 1211K Principles of Chemistry I and Lab
CHEM 1212K Principles of Chemistry II and Lab
[After] A minimum grade of C is required for every BIOL course of Combination A.

Combination B is:

BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
CHEM 1211K Principles of Chemistry I and Lab
CHEM 1212K Principles of Chemistry II and Lab
[After] The minimum aggregate GPA for Combination B is 2.5.

Note 2:

Biology Majors should complete Combination A unless transferring the equivalent of BIOL 1107 or BIOL 1108 from another major or from another institution.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the 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* Modifications to the Biology program have been applied which include three new tracks. This Pre-professional track is no longer offered.

If making changes to the Program Learning Outcomes, please provide the updated n/a

SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu.

Check all that apply to this program*

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

SACSCOC Comments n/a

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.

ENGR - 1101 - Introduction to Makerspace

2026-2027 Undergraduate New Course Request

Introduction

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department* School of Field Investigations and Experimental Sciences

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

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ENGR

Course Number* 1101

Course Title* Introduction to Makerspace

Long Course Title Introduction to Makerspace

Course Type* Engineering

Catalog Course Description* Introduction to Makerspace is a hands-on, project-based course that introduces first-year students to the tools, technologies, and practices of a modern makerspace. Students gain foundational experience in design thinking, prototyping, and fabrication while learning to safely use equipment such as 3D printers, laser cutters, basic electronics, and hand tools. The course emphasizes teamwork, problem-solving, and creative application of the engineering design process.

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

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

Lec Hrs* 0

Lab Hrs* 2

Credit Hrs* 1

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

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

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

Prerequisites

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Introduction to Makerspace strengthens the engineering science curriculum by providing first-year students with early exposure to hands-on learning, design thinking, and practical problem-solving. The course bridges foundational math and science concepts with real-world engineering applications through prototyping and fabrication activities, helping students develop technical skills, creativity, teamwork, and confidence. By engaging students in experiential learning early in the program, the course supports student retention, promotes engineering identity, and prepares students for success in upper-level laboratory, design, and capstone courses.

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

1. Demonstrate safe and effective use of common makerspace tools and equipment, including basic fabrication, electronics, and prototyping technologies.
2. Apply fundamental design-thinking principles to plan, build, test, and refine simple engineering projects.
3. Collaborate in teams to solve introductory engineering problems and communicate design ideas and project outcomes.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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

If yes, what will the fee be?* 50

Fee Justification A course fee is required for Introduction to Makerspace to support the cost of consumable materials used in hands-on, project-based activities. These materials include, but are not limited to, 3D printer filament, wood, electronic components, and other fabrication supplies essential for student projects. The fee ensures equitable access to required resources and supports a high-quality experiential learning environment for all students enrolled in the course. A course fee will also pay for student assistants to supervise the makerspace for additional open hours outside of class time to work on projects. The student assistant will ensure that the students have the required training to operate the machines safely.

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

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

UNIVERSITY OF WEST GEORGIA

Other · Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences · Field Investigations and Experimental Sciences

Introduction to Makerspace

ENGR 1101

Fall 2026 Section 01 (0 , 2 , 1) Credit

Description

Introduction to Makerspace is a hands-on, project-based course that introduces first-year students to the tools, technologies, and practices of a modern makerspace. Students gain foundational experience in design thinking, prototyping, and fabrication while learning to safely use equipment such as 3D printers, laser cutters, basic electronics, and hand tools. The course emphasizes teamwork, problem-solving, and creative application of the engineering design process.

Requisites

Prerequisites: none

Corequisites: none

Contact Information

Instructor: Dr. Renee Butler

Email: rjbutler@westga.edu

Phone: 678-839-4131

Office Hours

By Appointment

Monday, Tuesday, Wednesday, Thursday, 10:00 AM to 5:00 PM

- All communication will be via UWG email or Announcements in CourseDen.
- Expect instructor responses to emails within 24 hours, Monday–Friday.

Meeting Times

To be determined

Materials

To be determined.

Outcomes

On successful completion of the course, students will:

1. Demonstrate safe and effective use of common makerspace tools and equipment, including basic fabrication, electronics, and prototyping technologies.
2. Apply fundamental design-thinking principles to plan, build, test, and refine simple engineering projects.
3. Collaborate in teams to solve introductory engineering problems and communicate design ideas and project outcomes.

Evaluation

Example Breakdown

Grade Item	Percentage
Tool safety certifications and participation	10
Individual skill-based artifacts	10
Team mini-project	25
Final integrated project	35
Reflection and peer evaluation	10
Attendance and Participation	10

Criteria

Letter Grade	Criteria
A	Greater than 89.5%
B	Between 79.5 and 89.4%
C	Between 69.5 and 79.4%
D	Between 59.5 and 69.4%
F	Below 59.4%

Assignments

Assignment directions and deadlines will be posted in CourseDen. All assignments must be typed and submitted as a Word or pdf file and submitted in CourseDen.

Example Schedule

Week 1 – Introduction to the Makerspace & Safety Culture

- Course overview and expectations
- What a makerspace is and how engineers use it
- General safety principles and professional conduct
- Team formation

In-Class Activity: Safety orientation and makerspace tour
Deliverable: Safety agreement and reflection

Week 2 – Design Thinking Fundamentals

- Introduction to design thinking and the engineering design process
- Problem identification and user-centered design

In-Class Activity: Mini design challenge using simple materials
Deliverable: Problem statement and concept sketch

Week 3 – Hand Tools & Basic Fabrication

- Safe use of hand tools (cutting, fastening, measuring)
- Materials overview (wood, plastics, fasteners)

In-Class Activity: Build a small functional object
Deliverable: Fabricated artifact and documentation

Week 4 – 3D Printing I: Additive Manufacturing Basics

- How 3D printing works
- Design limitations and design for manufacturability
- Introduction to slicing and printer operation

In-Class Activity: Prepare and launch a simple print
Deliverable: Printed part and design notes

Week 5 – 3D Printing II: Iteration & Improvement

- Print testing, failures, and iteration
- Modifying designs based on performance

In-Class Activity: Redesign and reprint component
Deliverable: Iteration summary and comparison

Week 6 – Laser Cutting & Digital Fabrication

- Laser cutter safety and workflows
- Vector design basics

In-Class Activity: Design and laser-cut a small structure or enclosure
Deliverable: Laser-cut component and documentation

Week 7 – Electronics I: Fundamentals

- Basic electrical concepts (voltage, current, resistance)
- Breadboards, LEDs, resistors, and power sources

In-Class Activity: Build a simple electronic circuit
Deliverable: Working circuit and schematic sketch

Week 8 – Electronics II: Sensors & Interaction

- Introduction to microcontrollers or simple sensors (level-appropriate)
- Inputs, outputs, and interactive prototypes

In-Class Activity: Add sensing or control to a circuit
Deliverable: Enhanced electronic prototype

Week 9 – Mid-Semester Integrated Mini-Project

- Applying multiple tools in one project
- Design planning and task allocation

In-Class Activity: Team mini-project work session
Deliverable: Functional mini-project and brief presentation

Week 10 – Prototyping & Design for Assembly

- Combining mechanical, electrical, and fabricated components
- Tolerances, fit, and assembly considerations

In-Class Activity: Prototype assembly and refinement
Deliverable: Assembled prototype

Week 11 – Testing, Failure, and Iteration

- Why prototypes fail and how engineers learn from failure
- Testing techniques and evaluation criteria

In-Class Activity: Test and improve project designs
Deliverable: Testing results and iteration plan

Week 12 – Teamwork & Project Management

- Team roles, communication, and conflict management
- Managing time and resources in a makerspace

In-Class Activity: Final project planning and peer feedback
Deliverable: Project plan and peer evaluation

Week 13 – Final Project Build

- Open build session with instructor feedback
- Troubleshooting and refinement

In-Class Activity: Final project fabrication
Deliverable: Near-final prototype

Week 14 – Final Project Completion & Practice Presentations

- Preparing to communicate technical work
- Demonstration and explanation techniques

In-Class Activity: Final testing and presentation rehearsal
Deliverable: Final prototype

Week 15 – Final Showcase & Reflection

- Team presentations and live demonstrations
- Reflection on learning and future applications

In-Class Activity: Makerspace showcase or design expo
Deliverables: Final project presentation and written reflection

Attendance Policy

Because labs involve hands-on work, safety training, and team collaboration, laboratory attendance is mandatory.

- Students must attend the lab section in which they are enrolled.
- Arriving more than 10 minutes late or leaving early may count as an absence.
- A student who misses a lab may not be able to fully contribute to team deliverables or meet learning outcomes.

Missed Labs:

- Students are allowed one (1) unexcused lab absence during the semester.
- Additional unexcused lab absences may result in:
    - A grade penalty for that lab

- Inability to earn full credit for associated project milestones
- Failure of the lab component of the course

Course Den Participation

- Students must log into CourseDen weekly to review course content and submit assignments.

Course Policies and Resources

1) This class will require self-discipline from the students.

2) Don't get behind and keep up with class materials and assignments.

Generative Artificial Intelligence Course Policy

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

College/School Policies

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

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

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

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

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

(B) Participate in experiential learning opportunities:

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

Institutional Policies

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) 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.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

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

Mental Health Support

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

ENGR - 2101 - Intro to Engineering Design

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

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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* School of Field Investigations and Experimental Sciences

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

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ENGR

Course Number* 2101

Course Title* Intro to Engineering Design

Long Course Title Introduction to Engineering Design

Course Type* Engineering

Catalog Course Description* Introduction to Engineering Design introduces students to the engineering design process in a structured, application-focused context. Students learn to identify engineering problems, develop requirements and constraints, generate and evaluate design alternatives, and create and test prototypes. Emphasis is placed on teamwork, technical communication, ethical considerations, and iterative design informed by data and feedback.

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

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

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites ENGR 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Introduction to Engineering Design emphasizes the full engineering design process, reinforcing analytical thinking, creativity, teamwork, and professional communication while introducing ethical and societal considerations central to engineering practice. By situating design early in the curriculum, the course prepares students for advanced technical coursework, laboratory experiences, and capstone projects, ensuring they develop both the conceptual understanding and practical skills essential for success in the engineering sciences and related career pathways.

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

1. **Apply** the engineering design process to identify problems, define requirements and constraints, generate and evaluate design alternatives, and develop viable solutions.
2. **Collaborate and communicate** effectively in multidisciplinary teams through written reports, oral presentations, and design documentation while considering ethical, professional, and societal factors

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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

If yes, what will the fee be?* 0

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Other · Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences · Field Investigations and Experimental Sciences

Introduction to Engineering Design

ENGR 2101

Fall 2026 Section 01 1 (2,2,3) Credit

Description

Introduction to Engineering Design introduces students to the engineering design process in a structured, application-focused context. Students learn to identify engineering problems, develop requirements and constraints, generate and evaluate design alternatives, and create and test prototypes. Emphasis is placed on teamwork, technical communication, ethical considerations, and iterative design informed by data and feedback.

Requisites

Prerequisites: ENGR 1101 Introduction to Makerspace

Corequisites: none

Contact Information

Instructor: Dr. Renee Butler

Email: rjbutler@westga.edu
Phone: 678-839-4131

Office Hours

By Appointment

Monday, Tuesday, Wednesday, Thursday, 10:00 AM to 5:00 PM

- All communication will be via UWG email or Announcements in CourseDen.
- Expect instructor responses to emails within 24 hours, Monday–Friday.

Meeting Times

To be determined

Materials

To be determined.

Outcomes

On successful completion of the course, students will:

1. Apply a structured engineering design process to open-ended problems.
2. Identify stakeholder needs and translate them into measurable requirements and constraints.
3. Generate, evaluate, and justify multiple design alternatives.
4. Build and test prototypes using appropriate tools and methods.
5. Analyze test data and iterate designs based on performance and feedback.
6. Communicate design work effectively in written, oral, and graphical formats.
7. Function effectively on a design team with ethical and professional awareness.

Evaluation

Example Breakdown

Grade Item	Percentage
Team design project report	30
Written technical updates and memos	45
Prototype functionality and testing performance	15
Individual reflection and peer evaluation	10

Criteria

Letter Grade	Criteria
A	Greater than 89.5%
B	Between 79.5 and 89.4%
C	Between 69.5 and 79.4%
D	Between 59.5 and 69.4%
F	Below 59.4%

Assignments

Assignment directions and deadlines will be posted in CourseDen. All assignments must be typed and submitted as a Word or pdf file and submitted in CourseDen.

Example Schedule

Week	Lecture Topics	Laboratory Activities	Major Deliverables
1	Course overview; engineering disciplines; introduction to the engineering design process	Lab safety orientation; engineering notebook setup; rapid (low-stakes) design challenge	Notebook entry; design reflection
2	Problem identification; stakeholders and user needs	Stakeholder mapping; user-needs analysis; scenario development	Problem statement; user-needs summary
3	Requirements, constraints, and specifications; standards and safety	Translate needs into measurable requirements; peer critique	Requirements & constraints table
4	Creativity in engineering; ideation methods	Structured brainstorming; concept sketching; preliminary concept posters	Concept sketches
5	Concept evaluation; trade-offs and decision making	Decision matrices; risk and feasibility analysis	Concept selection justification
6	Engineering communication through graphics; intro to drawing standards	Engineering drawing & visualization: orthographic views, isometric drawings, dimensioning (hand or CAD)	Annotated drawing set
7	Ethics and professional responsibility; societal and environmental impacts	Design-focused ethics case study; discussion of safety, equity, sustainability	Ethics & impact statement
8	Modeling and analysis in engineering design	Preliminary calculations/models; estimation and assumption validation	Preliminary analysis summary
9	Technical communication in engineering; reports and memos	Engineering notebook check; technical memo drafting	Technical memo draft
10	Prototyping strategies and materials selection	Low-fidelity prototype construction; materials and cost evaluation	Prototype plan & initial build
11	Testing and experimental design	Develop test procedures and metrics; initial prototype testing	Test plan & initial results
12	Data analysis; iteration and improvement	Analyze test data; identify failure modes; redesign	Iteration plan supported by data
13	Teamwork, leadership, and project management	Project timeline review; peer feedback and evaluations	Updated project plan; peer evals
14	Validation, verification, and design readiness	Final prototype refinement; comprehensive testing	Final test results
15	Design synthesis; engineering careers; reflection	Final design demonstration or expo; guided reflection	Final prototype; final report & reflection

Attendance Policy

Lecture Attendance

- Lecture attendance is expected but may include limited flexibility.
- Lectures introduce concepts, methods, and expectations that are directly applied in lab and in the semester-long design project.
- Students are responsible for all material covered in lectures, regardless of attendance.

Laboratory Attendance (Required)

Because labs involve **hands-on work, safety training, and team collaboration**, **laboratory attendance is mandatory**.

- Students must attend the lab section in which they are enrolled.
- A student who misses a lab may not be able to fully contribute to team deliverables or meet learning outcomes.

Course Den Participation

- Students must log into CourseDen weekly to review course content and submit assignments.

Course Policies and Resources

1) This class will require self-discipline from the students.

2) Don't get behind and keep up with class materials and assignments.

Generative Artificial Intelligence Course Policy

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

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

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

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

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

1. Connect with a professor(s) who makes you excited to learn.
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1. Complete a long-term project such as a capstone project.
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Academic Support

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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).

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>
> *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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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)

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ENGR - 3101 - Engr Economics and Quality

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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

College - School/ Department* School of Field Investigations and Experimental Sciences

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

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ENGR

Course Number* 3101

Course Title* Engr Economics and Quality

Long Course Title Engineering Economics and Quality

Course Type* Engineering

Catalog Course Description* Engineering Economics and Quality Introduces economic and quality principles essential for informed engineering decision making. The course covers fundamental topics such as time value of money, cost estimation, economic evaluation of alternatives, and project justification, along with core concepts in quality engineering, including process improvement, statistical quality control, and continuous improvement methodologies.

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 or MATH 1501 or MATH 1634

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Engineering Economics and Quality is an essential component of the engineering science program because it equips students with the analytical tools needed to make sound engineering decisions that balance technical performance, cost, and quality. By integrating economic analysis with quality engineering concepts, the course prepares students to approach engineering problems holistically, supporting efficient resource use, continuous improvement, and data-driven decision-making. This knowledge is vital for success in capstone design projects and professional engineering practice.

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

1. Evaluate engineering alternatives using economic analysis techniques such as time value of money, cost estimation, and benefit–cost analysis.
2. Apply quality engineering principles and statistical tools to assess and improve processes and/or product performance.
3. Incorporate economic, quality, and ethical considerations into engineering decisions and clearly communicate recommendations.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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

If yes, what will the fee be?* 0

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Other · Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences · Field Investigations and Experimental Sciences

Engineering Economics and Quality

ENGR 3101

Fall 2026 Section 01 (3 , 0 , 3) Credits

Description

Engineering Economics and Quality Introduces economic and quality principles essential for informed engineering decision-making. The course covers fundamental topics such as time value of money, cost estimation, economic evaluation of alternatives, and project justification, along with core concepts in quality engineering, including process improvement, statistical quality control, and continuous improvement methodologies.

Requisites

Prerequisites:

MATH 1401 Elementary Statistics or

MATH 1501 or MATH 1634 Calculus I

Corequisites: none

Contact Information

Instructor: Dr. Renee Butler

Email: rjbutler@westga.edu

Phone: 678-839-4131

Office Hours

By Appointment

Monday, Tuesday, Wednesday, Thursday, 10:00 AM to 5:00 PM

- All communication will be via UWG email or Announcements in CourseDen.
- Expect instructor responses to emails within 24 hours, Monday–Friday.

Meeting Times

To be determined.

Materials

To be determined.

Outcomes

On successful completion of the course, students will:

1. Evaluate engineering alternatives using economic analysis techniques such as time value of money, cost estimation, and benefit–cost analysis.
2. Apply quality engineering principles and statistical tools to assess and improve processes and/or product performance.
3. Incorporate economic, quality, and ethical considerations into engineering decisions and clearly communicate recommendations.

Evaluation

Example Breakdown

Component	Weight
Homework and problem sets	25
Midterm examination	30
Final examination	30
Case studies	15

Criteria

Letter Grade	Criteria
A	Greater than 89.5%
B	Between 79.5 and 89.4%
C	Between 69.5 and 79.4%
D	Between 59.5 and 69.4%
F	Below 59.4%

Assignments

Assignment directions and deadlines will be posted in CourseDen. All assignments must be typed and submitted as a Word or pdf file and submitted in CourseDen.

Example Schedule

Week 1 – Introduction to Engineering Decision Making

- Role of economics and quality in engineering practice
- Types of engineering decisions
- Overview of course structure and tools

Week 2 – Cost Concepts and Terminology

- Fixed, variable, direct, and indirect costs
- Sunk costs and opportunity costs
- Cash flow diagrams

Week 3 – Time Value of Money

- Interest, equivalence, and compounding
- Simple vs. compound interest
- Economic equivalence

Week 4 – Engineering Economic Factors

- Present, future, and annual worth
- Uniform cash flows
- Factor notation and usage

Week 5 – Economic Evaluation of Alternatives

- Present worth analysis
- Future worth analysis
- Annual worth analysis

Week 6 – Rate of Return and Payback Methods

- Internal rate of return (IRR)
- Minimum attractive rate of return (MARR)

- Simple and discounted payback period

Week 7 – Cost Estimation Techniques

- Estimation methods and models
- Learning curves
- Inflation and cost indices

Week 8 – Project Evaluation Under Uncertainty

- Sensitivity analysis
- Breakeven analysis
- Risk and variability in economic decisions
  Midterm Exam (Suggested)

Week 9 – Introduction to Quality Engineering

- Quality concepts and definitions
- Cost of quality
- Historical perspectives on quality

Week 10 – Process Improvement and Quality Systems

- Continuous improvement philosophies (e.g., PDCA)
- Introduction to Lean and Six Sigma concepts
- Process mapping

Week 11 – Statistical Foundations for Quality

- Review of probability and statistics concepts
- Variation and sources of variation
- Sampling and data collection in quality analysis

Week 12 – Statistical Quality Control

- Control charts for variables and attributes
- Process capability analysis

- Interpreting control charts

Week 13 – Design for Quality and Reliability

- Quality in design
- Reliability concepts and failure modes
- Introduction to failure analysis

Week 14 – Integrating Economics and Quality Decisions

- Economic justification of quality improvements
- Trade-offs between cost, quality, and performance
- Case studies integrating both domains

Week 15 – Contemporary Applications and Course Review

- Quality and economics in modern engineering practice
- Ethical and professional considerations
- Comprehensive course review
  Final Exam (Scheduled by institution)

Attendance Policy

Lecture Attendance

- Lecture attendance is expected but may include limited flexibility.
- Lectures introduce concepts, methods, and expectations that are directly applied in lab and in the semester-long design project.
- Students are responsible for all material covered in lectures, regardless of attendance.

Course Den Participation

- Students must log into CourseDen weekly to review course content and submit assignments.

Course Policies and Resources

1) This class will require self-discipline from the students.

2) Don't get behind and keep up with class materials and assignments.

Generative Artificial Intelligence Course Policy

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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).

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ENGR - 4101 - Senior Design and Prototyping

2026-2027 Undergraduate New Course Request

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Desired Effective Year* 2026

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College - School/ Department* School of Field Investigations and Experimental Sciences

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

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* ENGR

Course Number* 4101

Course Title* Senior Design and Prototyping

Long Course Title Senior Design and Prototyping

Course Type* Engineering

Catalog Course Description* Senior Design and Prototyping is a capstone course in the engineering science curriculum in which students integrate and apply knowledge gained throughout the program to solve complex, open-ended engineering problems. Working in teams, students engage in the complete engineering design process, including problem definition, requirements development, concept generation, analysis, prototyping, testing, and refinement. The course emphasizes project management, professional communication, ethical and societal considerations, and documentation of design decisions.

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* 3

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.* N/A

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

Prerequisites ENGR 3101 and MGNT 3400

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)*

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- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is an important component of the engineering science program because it reinforces the development of professional skills essential to engineering practice, particularly effective teamwork and collaboration. Engineering problems are increasingly complex and interdisciplinary, requiring engineers to work productively in team-based environments. By emphasizing collaborative problem-solving, communication, and shared responsibility, the course prepares students to function effectively on diverse teams.

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

1. Design and implement a comprehensive engineering solution that integrates mathematics, science, and engineering principles to meet defined requirements and constraints.
2. Develop and evaluate a functional prototype through analysis, testing, and iterative refinement while considering economic, ethical, environmental, and societal factors.
3. Communicate technical work effectively through professional-quality written reports, oral presentations, and design documentation
4. Evaluate and adapt team processes to optimize collaboration, productivity, and project success.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50

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

If yes, what will the fee be?* 0

Fee Justification

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

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

UNIVERSITY OF WEST GEORGIA

Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences · Field Investigations and Experimental Sciences

Senior Design and Prototyping

ENGR 4101

Fall 2026 Section 01 3 Credits

Description

Senior Design and Prototyping is a capstone course in the engineering science curriculum in which students integrate and apply knowledge gained throughout the program to solve complex, open-ended engineering problems. Working in teams, students engage in the complete engineering design process, including problem definition, requirements development, concept generation, analysis, prototyping, testing, and refinement. The course emphasizes project management, professional communication, ethical and societal considerations, and documentation of design decisions.

Requisites

Prerequisites: ENGR 3101 Engineering Economics and Quality and MGNT 3400 Project Management

Corequisites: none

Contact Information

Instructor: Dr. Renee Butler

Email: rjbutler@westga.edu

Phone: 678-839-4131

Office Hours

By Appointment

Monday, Tuesday, Wednesday, Thursday, 10:00 AM to 5:00 PM

Meeting Times

As scheduled in the course bulletin.

Materials

TBD

Outcomes

On successful completion of the course, students will:

1. Design and implement a comprehensive engineering solution that integrates mathematics, science, and engineering principles to meet defined requirements and constraints.
2. Develop and evaluate a functional prototype through analysis, testing, and iterative refinement while considering economic, ethical, environmental, and societal factors.
3. Communicate technical work effectively through professional-quality written reports, oral presentations, and design documentation
4. Evaluate and adapt team processes to optimize collaboration, productivity, and project success.

Evaluation

Breakdown

Project reports, assignments, and oral presentation 80 percent

Final Reflection Essay 10 percent

Criteria

Grade distribution:

A: Greater than 89.5%

B: Between 79.5 and 89.4%
C: Between 69.5 and 79.4%
D: Between 59.5 and 69.4%
F: Below 59.4%

Assignments

A final project report and oral presentation are required. Individual instructors may require intermediate reports, like a project proposal, and other assignments, such as a project timeline or peer evaluation.

Schedule

Students will all meet during the first few weeks of classes to establish a common base product backlog for the semester long project. After this, all students will be assigned to a group, and groups will identify a regular weekly meeting time with the instructor.

Students will all meet together during the final several weeks of classes to present on the content of their essay and observe other presentations. The schedule for presentations will be determined after presentation topics are selected. Students will select their essay topic during the first week of classes and essay draft deadlines will be posted on the course page.

Attendance Policy

Unless stated otherwise, you are expected to attend every class period. Class periods will consist of working group time to gather requirements, discuss progress, and demonstrate your projects as well as time for

presentations where each student will be expected to be an active participant in discussions.

Course Policies and Resources

Time Management

- You are expected to spend 8-10 hours per week on this course.
- You are expected to continuously make progress on your project.

Email

- Emails without a subject line and name signed will not be answered.
- Please allow until the next weekday (M-F) before sending a second email for the same matter.

Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in the semester long group project and when researching a topic for the essay and presentation. Gen AI tools are not allowed as a primary (citable) source of information for the essay or presentation, and may not be used to generate text for your essay or presentation.

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

- APA Style Blog on citing ChatGPT
- MLA Style Center on citing Generative AI
- and per faculty guidelines

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

College/School Policies

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

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

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

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

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

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.

3. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) 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-Y9CAGpzHoFZpHnqPE).

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.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675)

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

Mental Health Support

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

GEOL - 3014 - Mineralogy and Crystallography

2026-2027 Undergraduate Revise Course Request

General Information

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Modifications (Check all that apply) *

- [ ] Course Title
- [ ] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [x] Other

If other, please identify. The lab and lecture hours will be adjusted. The total credit hours for the course will not change.

Desired Effective Semester * Fall

Desired Effective Year * 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School * School of Field Investigations and Experimental Sciences

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* GEOL

Course Number* 3014

Course Title* Mineralogy and Crystallography

Long Course Title

Course Type - DO NOT EDIT* Geology

Catalog Course Description* The origin and physical properties of the more common minerals and their crystal forms. Megascopic recognition of specimens, their mineral associations, and a brief introduction to modern x-ray diffraction.

Prerequisites Prerequisite: GEOL 1121 and GEOL 1121L and CHEM 1211

Corequisites CHEM 1211 may be taken concurrently.

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* 2

Lab Hrs* 4

Credit Hrs* 4

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.* 4

Justification and Assessment

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

Rationale* The most common time distribution for lectures accompanied by labs at UWG is 3 hours of lecture and 2 hours of lab (4 credit hours for both student and faculty workload). Mineralogy and Crystallography-GEOL3014 has required 6 hours of instruction for many years, and is documented in the catalog as 2 hours of lecture and 4 hours of lab. In practice, this has been offered as 3 hours of lecture and 3 hours of lab. This proposed change will:
1. align GEOL3014 with most of the other lectures+lab on campus. This will be less confusing for students as they build their schedules.
2. create a slightly more equitable workload for faculty offering this course. For many years the instructor has offered 6 hours of time and has only been acknowledged for 4 hours of workload. This change will require 5 hours of instruction for 4 hours of workload.
3.will allow the Earth and Environmental Sciences program and its students to reduce course conflicts by regaining one instructional hour throughout the week.
The redistribution of lecture and lab time does not result in a change in the course credit hours, and therefore does not impact the EES program, or the recently deactivated geology program (teach out students).

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* 13

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* Geosciences Science Fee $45 Flat Fee- no changes to this.

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* 58774

UNIVERSITY OF WEST GEORGIA

Main Campus · Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences · Field Investigations and Experimental Sciences

Mineralogy and Crystallography

GEOL-3014

Fall 2025 Section 01 4 Credits 08/13/2025 to 12/12/2025 Modified 08/12/2025

Description

The origin and physical properties of the more common minerals and their crystal forms. Megascopic recognition of specimens, their mineral associations, and a brief introduction to modern x-ray diffraction. CHEM 1211 may be taken concurrently.

Requisites

Prerequisites:
(GEOL 1121 Minimum Grade: C and GEOL 1121L and CHEM 1211)
Corequisites:

Contact Information

Instructor: Dr. Marian Buzon

Email: mbuzon@westga.edu
Office: Callaway 204
Phone: 678-839-4058

You may address me in conversation and in email as Marian, Dr./Professor Buzon, or Dr./Professor B.

Office Hours

Tuesdays 2:00pm-3:30pm

Wednesdays 12:00pm-1:00pm

You may stop by any time during office hours. You do not need to schedule an appointment, but are welcome to if we need to have a long discussion.

You may schedule a visit outside of office hours. Please initiate this through email.

You are welcome to stop by if my office door is open outside of office hours.

My office door will be closed if I am not available.

Meeting Times

Lecture: Mondays and Wednesdays 10:30am-11:45am

Lab: Mondays 2:00pm-5:00pm

Materials

Introduction to Mineralogy

Author: William D. Nesse
Edition: 2nd
ISBN: 0199827389
Availability: Campus Bookstore and online vendors

1st or 3rd editions are also acceptable

You are expected to use this book as a resource throughout the course by:

-bringing it to labs to assist you with digesting content and identifying minerals

-reading passages in the text that have been emphasized in lecture (either written in slides, or in class discussion)

-completing assigned readings before class (will be announced through email, CourseDen Announcement, and in class when applicable)

Other important items

Scientific calculator

A notebook/device to record notes and calculations completed in class

Optional: hand lens 10x triplet (higher magnification results in smaller field of view)

Outcomes

- To understand the general structure and composition of major rock-forming minerals

- To identify minerals based on physical properties, optical properties, structure and composition using analytical methods

- To recognize the importance of minerals in non-geology fields

- To build associations between minerals, rock types, and terranes in preparation for other geology courses and a geoscience career

-To introduce the purpose and functionality of analytical tools and methods commonly used by mineralogists and materials scientists

Evaluation

Standard grades A/B/C/D/F corresponding to percentages 90/80/70/60/<60%

Grades are calculated out of a total of approximately 465 points. Example: 80%=B, the result of earning 372/465 points during the semester.

This total may change. You can use CourseDen at any point in the semester to determine your grade.

A grade of C (70%) or higher is required in order to enroll in GEOL 3024 and GEOL 4034, both required for geology majors.

Breakdown

Item	Percentage	Points	Description
Weekly Labs	42%	195 total (15 points each)	Thirteen assignments Testing mineral identification skills; writing exercises; calculations related to weekly topics.
Exams	43%	200 total (50 points each)	Exam 1- lecture and lab content Exam 2- lecture and lab content Exam 3- lecture and lab content (cumulative) Exam 4- lab practical
Writing Assignments	11%	50 total (10- 20 points each)	Three assignments. Grade breakdown/grading rubric will be provided with prompt. Topics will relate to class discussions.
Mineral Map	4%	20	Project due in November, application of lab and lecture knowledge.

TOTAL	100%	465	Sum of all possible points earned through labs, exams, essay and Mineral Map

Assignments

Assignments will be posted on CourseDen and discussed in class. Tentative topics:

1. mineral evolution

2. physical properties of minerals

3. mineral resources in the United States

Schedule

Date	Lecture Topic	Lab Topic (Chapters in Nesse)
13-Aug	Syllabus, Ch 1-Introduction, Assignment 1-Mineral Evolution	
18-Aug	Chapter 3- Crystal Chemistry and Mineral Evolution	Physical Properties (Ch 6)
20-Aug	Chapter 3- Crystal Chemistry	
25-Aug	Chapter 4- Crystal Structure	Physical Properties and Optical Properties (Ch 6 and 7)
27-Aug	Chapter 4- Crystal Structure, Assignment 2-Physical Properties	
1-Sep	No Class	No Lab
3-Sep	Chapter 7 - Optical Properties	
8-Sep	Chapter 2- Crystallography	Optical Properties and the Microscope (Ch 7)
10-Sep	Chapter 2 - Crystallography	
15-Sep	Chapter 2 - Crystallography and 11- Intro to Silicates	Framework silicates (Ch 12)

17-Sep	Discuss assigned article	
22-Sep	Review	Sheet silicates (Ch 13)
24-Sep	Exam 1	
29-Sep	Chapter 5- Crystal Growth	Chain silicates (Ch 14)
1-Oct	Chapter 5- Crystal Growth	
6-Oct	Discuss assigned article	Di- and Ring silicates (Ch 15)
8-Oct	wiggle room	
13-Oct	Chapter 8- Intro to X-ray crystallography	Orthosilicates (Ch 16)
15-Oct	Chapter 8- Intro to X-ray crystallography	
20-Oct	Chapter 9- Chemical analysis of minerals	Analytical methods (Ch 8 and 9)
22-Oct	Discuss assigned article	
27-Oct	Chapter 9- Chemical analysis of minerals	Carbonates, sulfates, and phosphates (Ch 17)
29-Oct	Chapters 8 and 9	
3-Nov	Review	Oxides, hydroxides and halides (Ch 18)
5-Nov	Exam 2	
10-Nov	Assignment 3-Mineral Resources of U.S. , Begin Mineral Map	Sulfides and Native elements (Ch 19)
12-Nov	Mineralogy of Georgia	
17-Nov	Mineralogy of Georgia	ID unknowns and synthesis
19-Nov	Mineralogy of Georgia	
Nov 24 +26	No classes, Thanksgiving break	
1-Dec	Mineral Map presentations	Mineral Map presentations

3-Dec	Exam 3- Cumulative Exam	
10-Dec	Exam 4- Lab Practical UWG scheduled final exam times posted here	12:00 pm-2:00 pm

Course Policies and Resources

Attendance: This course is designed for students to attend lecture on Mondays and Wednesdays each week, and one weekly lab on Mondays. Students are expected to attend every class meeting. Attendance itself is not quantified as a portion of students' grades, but some of the assigned work for this course has a component of in-class participation. Failure to complete any in-class part of an assignment will result in appropriate grade deductions as stated in each assignment. When appropriate, and not disruptive to the class schedule, remote participation will be considered.

Late work: The instructor will consider requests for extensions on assignments based on student's course progress, participation, and factors affecting student's ability to succeed. In general, students may submit assignments after the due date, and can expect a late penalty to be applied to the assignment grade. The instructor may deduct up to 10% for each business day after the due date. The instructor reserves the right to not accept late assignments after the grades have been posted for on-time submissions; the grade for the not accepted assignments will default to 0.

Phone, tablet, and laptop usage during class is permitted only for educational purposes. Personal communication and entertainment on devices in class is unprofessional and will not be tolerated.

Exam Etiquette

You are expected to show up on time.

The use of any device that can transmit a signal via wi-fi, bluetooth, or wired is not allowed. This includes air pods and similar products. The use of any resources other than the knowledge in your brain and any resources provided on the exam day by your professor is not allowed.

A bathroom break is allowed if absolutely necessary, but you will need to show me your pockets before you leave the room. An extensive break will raise suspicion and may allow me to collect your exam and grade it "as is".

If I notice you looking at another student's exam, I will collect your exam. If I suspect dishonest behavior (of you or someone near you) I may ask you to move. Please comply to avoid a distracting situation for those around you.

Missing Exams

Life happens.

It is possible that you may have **something already scheduled** on the dates and times of an exam. In this case, it is your responsibility well before the exam date to inform me of the scheduling conflict, and to schedule a make up exam date and time. The makeup time must be within four business days (before or after) of the scheduled exam.

It is possible that a **medical or personal situation** prevents you from attending an exam. It is your responsibility to inform me of your cause of absence, and to schedule an appropriate make up time based on your situation. If you do not initiate contact with me after four business days past the scheduled exam, you forfeit taking the exam and I will enter a grade of 0. Exceptions obviously will be considered in the case of incapacitation, for which medical proof will be required.

Generative Artificial Intelligence Course Policy

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

If there is an exception to this policy, that will be shared in writing within the assignment directions.

College/School Policies

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

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

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

1. Connect with a professor(s) who makes you excited to learn.
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(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
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Academic Support

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

Online Course Content

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

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-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 UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*
>
> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

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

Additional Items

COMP - 2400 - Networking

2026-2027 Undergraduate New Course Request

Introduction

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/ Department* School of Computing, Analytics, and Modeling

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* COMP

Course Number* 2400

Course Title* Networking

Long Course Title Computer Networking Fundamentals

Course Type* Computing

Catalog Course Description* This course introduces students to the foundational concepts and practical skills required to understand and configure computer networks. Students will learn how to set up and manage local area networks (LANs), including naming and discovery services. The course explores key networking protocols across the link, network, transport, and application layers, providing a comprehensive understanding of how data travels across networks.

Through hands-on exercises and theoretical instruction, students will gain the ability to analyze the process of resolving hostnames to network addresses and understand the mechanisms behind routing decisions. Topics include subnet-based routing, Network Address Translation (NAT), and other essential routing algorithms.

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

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

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites Comp 2300

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Concerns with student progress and repetitive course curriculum have been noted through data gathered by the Computing Faculty via program assessment, student graduation exit interviews, and informal methods including discussions during student mentoring meetings. Faculty have also noted concerns with student preparedness in upper-level courses across the program as well as confusion over the distinction between the Computing program and the Computer Science program. We are proposing minor revisions to the Computing Program along with associated course modification and add requests to address these concerns in the following ways.

- Provide enhanced guidance for students pursuing the program by opening more elective offerings and pairing down the number of depth courses where depth courses are meant to best align with the area of a student's intended future career or further academic studies (showing a greater depth of study in this area).

- Rename Breadth Required areas and Breadth Elective areas to Required and Elective to simplify the naming of program components.

- Refine the set of courses in the list for both Elective and Depth courses to better distinguish between the two major programs.

- Introduce a new course, Comp 2400, focusing on networking as a Required course.

- Modify the pre-requisites for multiple Comp courses to eliminate the need for redundant course curriculum and improve student preparedness in upper-level courses.

This course is being introduced with two primary goals. 1) Enhance the coverage of networking/system administration concepts and practices which were previously both covered by Comp 3400. Comp 2400 will now focus on networking, and Comp 3400 will focus on system administration. 2) Introduce new course options for students in Computing which serve to further distinguish the program from Computer Science.

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

1. Configure a local area network with naming and discovery services.
2. Understand link, network, transport, and application layer protocols.
3. Given a host name, determine the steps taken to resolve its network address.
4. Understand routing algorithms such as NAT and subnet-based routing.

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* 69

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

Course Title: Computer Networking Fundamentals

Course Description:

This course introduces students to the foundational concepts and practical skills required to understand and configure computer networks. Students will learn how to set up and manage local area networks (LANs), including naming and discovery services. The course explores key networking protocols across the link, network, transport, and application layers, providing a comprehensive understanding of how data travels across networks.

Through hands-on exercises and theoretical instruction, students will gain the ability to analyze the process of resolving hostnames to network addresses and understand the mechanisms behind routing decisions. Topics include subnet-based routing, Network Address Translation (NAT), and other essential routing algorithms.

Learning Outcomes:

1. Configure a local area network with naming and discovery services.
2. Understand link, network, transport, and application layer protocols.
3. Given a host name, determine the steps taken to resolve its network address.
4. Understand routing algorithms such as NAT and subnet-based routing.

Textbook:

TCP/IP Network Administration,

- **Author:** Craig Hunt
- **Publisher:** O'Reilly Media, Inc.
- **Edition:** 3rd Edition
- **Availability:** Free through the Library

Weekly Topics Overview

Week 1: Introduction to Networking Concepts

- Overview of computer networks
- Types of networks (LAN, WAN, MAN)
- Network topologies and models

Week 2: OSI and TCP/IP Models

- Layered architecture
- Functions of each layer
- Comparison of OSI and TCP/IP models

Week 3: Network Hardware and Media

- NICs, switches, routers
- Transmission media (copper, fiber, wireless)

Week 4: Configuring Local Area Networks (LANs)

- IP addressing and subnetting basics
- DHCP and static IP configuration
- LAN setup and testing

Week 5: Naming and Discovery Services

- DNS and hostname resolution
- mDNS and service discovery
- Configuring DNS in a LAN

Week 6: Link Layer Protocols

- Ethernet and MAC addressing
- ARP protocol
- Frame structure and switching

Week 7: Network Layer Protocols

- IP addressing and routing
- ICMP and error reporting
- Subnetting and CIDR

Week 8: Routing Algorithms and NAT

- Static vs dynamic routing
- Subnet-based routing
- Network Address Translation (NAT)

Week 9: Transport Layer Protocols

- TCP vs UDP
- Ports and sockets
- Flow control and error handling

Week 10: Application Layer Protocols

- HTTP, FTP, SMTP, DNS
- Client-server model
- Protocol analysis with Wireshark

Week 11: Hostname Resolution Process

- Steps in DNS resolution
- Recursive vs iterative queries
- DNS caching and TTL

Week 12: Network Configuration and Troubleshooting

- Common configuration issues
- Ping, traceroute, nslookup
- Diagnosing connectivity problems

Week 13: Network Security Basics

- Firewalls and access control
- Encryption and VPNs
- Secure protocols (HTTPS, SSH)

Week 14: Wireless Networking

- Wi-Fi standards and security
- SSID, channels, and interference
- Configuring wireless networks

Week 15: Network Simulation and Tools

- Using simulators (e.g., Packet Tracer)
- Network mapping and monitoring tools
- Hands-on lab activities

Week 16: Review and Final Project Presentations

- Course review and Q&A
- Student presentations of final projects
- Final exam or assessment

Computing, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply) *

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2026

Routing Information

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

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

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

curriculog@westga.edu.

School/ Department* School of Computing, Analytics, and Modeling

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* Computing, B.S.

Program ID - DO NOT EDIT* 5117

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth technical areas. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, data science, and game design and development.

Learning Outcomes
Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

These are the Student Outcomes mandated by the ABET General Criteria for accreditation in Computing programs. We have adopted these for our Program Outcomes as we intend to seek ABET accreditation.

Status* (•) Active-Visible ( ) Inactive-Hidden

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

MATH 1113 Precalculus
[Right] advised (3 of 4)

Pre-requisite for PHIL 4120

Students are advised to take one of the following to satisfy either their Core IMPACTS Area I OR Core IMPACTS Area A requirements:

Core IMPACTS Area I:

PHIL 2020 Critical Thinking

Core IMPACTS Area A:

PHIL 2010 Introduction to Philosophy
PHIL 2030 Introduction to Ethics

Core IMPACTS Area T:

MATH 1401 Elementary Statistics

Field of Study - Major Specific Courses: 18 Hours

MATH 1113 Precalculus
[Right] required (1 of 4)

CS 1300 Introduction to Computing
CS 1301 Computer Science I
CS 2100 Introduction to Web Development
COMP 2200 Introduction to Databases
COMP 2320 Principles of Programming
[Right] (must earn C or better)

[Before]OR

CS 1302 Computer Science II
[Right] (must earn C or better)

Supporting Courses: 6 hours

ENGL 3405 Professional and Technical Writing
PHIL 4120 Professional Ethics
[Right] (writing-intensive course)

[Before]or

PHIL 3320 Technology and Human Values
[After] (writing-intensive course)

Major Required Courses: 18 hours

Purpose is to provide a broad foundation in the field of computing for all computing majors.

COMP 2300 Fundamentals of Computing
COMP 2400 Networking
COMP 2500 Intro to Computer Security
COMP 3400 System and Network Admin I
COMP 3600 User-Centric Computing I
COMP 3800 Data Analytics

Major Elective Courses: 15 hours

Choose five courses from this section.

COMP 2350 Introduction to Digital Media
COMP 2360 Physical Computing
COMP 3300 Application Development I
COMP 3310 Mobile Development
COMP 3350 Game Development I
COMP 3500 Cybersecurity
COMP 4350 Game Development II
COMP 4600 User-Centric Computing II
COMP 4985 Special Topics in Computing
CS 3280 Systems Programming
CS 4180 Advanced Web Development
[After] Any Major Depth Course
[After] Any 4000-level COMP Course (only COMP 4985 - Special Topics in Computing may be counted more than once)

Major Depth Courses: 6 hours

Choose two courses from this section.

COMP 4200 Advanced Database Systems
COMP 4400 System and Network Admin II
COMP 4420 DevOps
COMP 4500 Computer Forensics

Major Required Courses - High-Impact Practice and Professional Preparation: 6-9 hours

COMP 4982 Capstone Project
[Right] (writing-intensive course, required)

COMP 4986 Computing Internship
[Right] (may be taken a second time for a total of 6 hours)

General Electives: 6-9 hours

Specific Requirements for a B.S. Degree in Computing

1. Students must sign the Program's "Student Program Notification" form in order to declare a major in Computing. 2. Students must obtain an academic advisor in the Computing Program during the semester when declaring a major in Computing.

3. Students are allowed only one "D" in the Computing or Computer Science courses used to satisfy the major. 4. Students must complete the science major option of Core IMPACTS Area T. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Rationale* Concerns with student progress and repetitive course curriculum have been noted through data gathered by the Computing Faculty via program assessment, student graduation exit interviews, and informal methods including discussions during student mentoring meetings. Faculty have also noted concerns with student preparedness in upper-level courses across the program as well as confusion over the distinction between the Computing program and the Computer Science program. We are proposing minor revisions to the Computing Program along with associated course modification and add requests to address these concerns in the following ways.

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- Rename Breadth Required areas and Breadth Elective areas to Required and Elective to simplify the naming of program components.

- Refine the set of courses in the list for both Elective and Depth courses to better distinguish between the two major programs.

- Introduce a new course, Comp 2400, focusing on networking as a Required course.

- Modify the pre-requisites for multiple Comp courses to eliminate the need for redundant course curriculum and improve student preparedness in upper-level courses.

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

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu.

Check all that apply to this program*

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

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Bachelor of Science (BS Computing

Student Learning Outcome
SLO-1: Analyze a complex
SLO-2: Design, implement, and
SLO-3: Communicate effectively
SLO-4: Recognize professional
SLO-5: Function effectively as a
All outcomes
All outcomes

)

Measure/Method
Each Spring semester students in COMP 4982 (Capstone Project)
Each Spring semester students in COMP 4982 (Capstone Project)
Each Spring semester students in COMP 4982 (Capstone Project)
Each Spring semester students in COMP 4982 (Capstone Project)
Each Spring semester students in CS 4982 (Computing Capstone)
Every semester there are graduating seniors, the Dept. Chair
Every two years the Dept. hosts an Industry Advisory Board,

Success Criterion	AYXX	Interpretation & Use of Results	Improvement Plan
70% of students will achieve a			
70% of students will achieve a			
70% of students will achieve a			
70% of students will achieve a			
70% of students will achieve a			
Indirect assessment tool			
Indirect assessment tool			

Academic Year
Program Map
DEGREE and MAJOR
Concentration (if applicable)

YEAR 1

TERM 1

Course	Credits
Area M: Precalc/Trig	4
CS 1300	3
Area C: ENGL 1101	3
Area A: Humanities	3
Area I2: Inst. Opts	1
SEMESTER TOTAL	14

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
CS 1301	4
COMP 2300	3
Area C: ENGL 1102	3
Area I1: Written/Oral Comm	3
SEMESTER TOTAL	13

Milestones

- Complete ENGL 1102; Required to earn C or higher.

YEAR 2

TERM 1

Course	Credits
COMP 2200	3
MATH 1401	3
COMP 2320	3
CS 2100	3
Area S1: HIST 1111/1112	3
COMP 2910: Soph. Seminar	1
SEMESTER TOTAL	16

Milestones

- Complete all Field of Study Courses
- Complete Sophomore Seminar

TERM 2

Course	Credits
Area T1: lab science	4
Area P2: POLS 1101	3
Area S2: Social Science	3
COMP 3400	3
COMP 2500	3
SEMESTER TOTAL	16

Milestones

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

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
COMP 3800	3	Area P1: HIST 2111/2112	3
COMP 2400	3	PHIL 4120/3320	3
Area T2: lab science	4	Area A: Fine Arts	3
Major Elective	3	Major Elective	3
Major Elective	3	Major Elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete all Major Required Courses		• Complete all Core Area Courses	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ENGL 3405 (DSW)	3	Major Elective	3
Major Elective	3	Major Depth	3
Major Depth	3	COMP 4982 (DSW)	3
COMP 4986	3	General Elective	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete all Supporting Courses		• Complete all High-Impact Practice and Professional Preparation Courses • Complete all DSW Courses	

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

INSTRUCTIONS

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

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

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

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

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

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Mathematics, Sciences, and Technology

PROGRAM: BS in Computing

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.

	COURSES	PL-SLO 1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	PL-SLO 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	PL-SLO 3: Communicate effectively in a variety of professional contexts.	PL-SLO 4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	PL-SLO 5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
	Area F (18 hours)					
1	Math 1113 - Precalc	I				
2	CS 1300 - Intro to CS	I	I			
3	CS 1301 - CS I	I	I			
4	COMP 2320 - Prin of Prog or CS 1302 - CS II	I	I			
5	CS 2100 - Intro Web	I	I		I	
6	COMP 2200 - Intro to DB	I	I		I	
	Supporting courses (6 hours)					
7	ENGL 3405 - Prof & Tech Writing			R		
8	PHIL 4120 - Professional Ethics				R	
	Required Courses (18 hours)					
9	COMP 2300 - Fund of Comp	I	R			
10	COMP 2500 - Intro to Comp Sec	I	I	I	R	
11	Comp 2400 - Networking	I	I			
12	COMP 3600 - UCC I	R	R	R	I	I
13	COMP 3400 - SNA I	R	R	R	R	
14	COMP 3800 - Data Analytics	R		R		
	Elective Breadth (15 hours)					

		15	COMP 2350 - Intro to Digital Media	I	I			
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.**	16	COMP 2360 - Physical Computing	I	I			
		17	COMP 3300 - App Dev I	R	R			I
		18	COMP 3310 - Mobile Dev	I	R	R		R
		19	COMP 3350 - Game Dev I	R	R		I	
		20	COMP 3500 Cybersecurity	R	R	R	R	
		21	COMP 4350 - Game Dev II	R	R	R	R	R
		22	COMP 4400 - SNA II	M	M	R	R	
		23	COMP 4600 - UCC II	R	R	R	R	R
		24	CS 3280 - Systems Prog	R	I			
		25	CS 4180 - Adv Web Dev	R	R			
			Depth Courses (6 hours)					
		26	COMP 4200 - Adv DB Systems	M	M		R	
		27	COMP 4400 - SNA II	M	M	R	R	
		28	COMP 4420 - DevOps	M	M	R		
		29	COMP 4500 - Computer Forensics	R	R		R	
		30	COMP 4600 - UCC II	R	R	R	R	R
			Required HIP & Prof Prep (6-9 hours)					
		31	COMP 4982 - Capstone Proj - Required	M, A	M, A	M, A	M, A	M, A
		32	COMP 4986 - Internship			R	R	R

Addendum II

MEDT - 7489 - Asynchronous Online Course Design

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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School/ Department* Department of Educational Technology and Foundations

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* MEDT

Course Number* 7489

Course Title* Asynchronous Online Course Design

Course Type* Media and Instructional Technology

Catalog Course Description* This course prepares students to design high-quality asynchronous online instruction using instructional design models, Universal Design for Learning (UDL), and best practices in online course design. Students will map learning outcomes, develop assessments, select instructional materials, and design clear and consistent navigation within a learning management system (LMS). Emphasis is placed on creating accessible, interactive, and well-aligned online learning experiences. Students will design, develop, and evaluate an asynchronous online course aligned to best practices.

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 (MEDT 7461 or 7464) and MEDT 7472

Concurrent Prerequisites n/a

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

Program faculty have added this course to keep pace with changes in the field of online teaching and learning. This course focuses specifically on online design, which was missing as a central focus in the prior lineup of courses. In addition, within this course focused on design, this course allows faculty to more clearly address "asynchronous" online design.

Student Learning Outcomes*

1) Analyze and evaluate existing online courses using research-based quality standards (GaPSC: Assessment & Feedback (viii); Data Analysis & Reflection (v)).

2) Design a comprehensive instructional design plan for an asynchronous online course (GaPSC: Instructional Design & Best Practices (i–iii, v–vi)).

3) Apply Universal Design for Learning (UDL) principles and accessibility guidelines to create online learning materials and activities (GaPSC: Instructional Design (ii); Diversity & Accessibility (i–iii)).

4) Map course objectives, module-level outcomes, instructional materials, learning activities, and assessments to ensure clear alignment and logical sequencing within an online learning module (GaPSC: Instructional Design & Best Practices (i–iii, v)).

5) Create an asynchronous online course in a learning management system (LMS) (GaPSC: Digital Proficiency (i–iii); Instructional Design (iii, v, viii–ix)).

6) Engage in peer review and reflective practice to analyze the effectiveness of online course design (GaPSC Alignment: Data Analysis & Reflection (i–v)).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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PROPOSED SYLLABUS

MEDT 7489: Asynchronous Online Course Design

3 hours

Prerequisites

(MEDT 7461 or 7464) and MEDT 7472

Description

This course prepares students to design high-quality asynchronous online instruction using instructional design models, Universal Design for Learning (UDL), and best practices in online course design. Students will map learning outcomes, develop assessments, select instructional materials, and design clear and consistent navigation within a learning management system (LMS). Emphasis is placed on creating accessible, interactive, and well-aligned online learning experiences. Students will design, develop, and evaluate an asynchronous online course aligned to best practices.

Outcomes

1) Analyze and evaluate existing online courses using research-based quality standards (GaPSC: Assessment & Feedback (viii); Data Analysis & Reflection (v)).

2) Design a comprehensive instructional design plan for an asynchronous online course (GaPSC: Instructional Design & Best Practices (i–iii, v–vi)).

3) Apply Universal Design for Learning (UDL) principles and accessibility guidelines to create online learning materials and activities (GaPSC: Instructional Design (ii); Diversity & Accessibility (i–iii)).

4) Map course objectives, module-level outcomes, instructional materials, learning activities, and assessments to ensure clear alignment and logical sequencing within an online learning module (GaPSC: Instructional Design & Best Practices (i–iii, v)).

5) Create an asynchronous online course in a learning management system (LMS) (GaPSC: Digital Proficiency (i–iii); Instructional Design (iii, v, viii–ix)).

6) Engage in peer review and reflective practice to analyze the effectiveness of online course design (GaPSC Alignment: Data Analysis & Reflection (i–v)).

Common Language for Course Syllabi

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

MEDT - 7496 - Generative AI for P-12

2026-2027 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2026

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School/ Department* Department of Educational Technology and Foundations

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* MEDT

Course Number* 7496

Course Title* Generative AI for P-12

Course Type* Media and Instructional Technology

Catalog Course Description* This course explores the potential of artificial intelligence (AI) in P-12 education, equipping educators with the skills and knowledge to effectively integrate AI tools into their teaching practice. Students will examine AI's applications, opportunities, and ethical considerations while critically evaluating its role in enhancing engagement, creativity, and problem-solving in the classroom. Through interactive discussions, reflective assignments, and hands-on projects, participants will develop practical strategies to incorporate AI into instructional and administrative tasks.

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 n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing n/a

Restrictions n/a

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* Our student audience of school librarians and teachers has expressed a strong need for guidance in the area of generative AI in education. Our program faculty propose to add this elective based on the rapid changes in the field in response to learners' needs.

Student Learning Outcomes* By the end of this course, the student will:

1) Evaluate the potential benefits and challenges of integrating AI tools into P-12 education.

2) Design instructional plans that incorporate AI to enhance engagement, creativity, and problem-solving.

3) Critically analyze ethical considerations, including data privacy, equity, and bias, in the use of AI in education.

4) Develop strategies for using AI to support differentiated instruction, assessment, and efficiency in teaching.

5) Create AI-integrated resources and lesson plans that align with instructional goals and student needs.

6) Reflect on the evolving role of AI in education and its implications for their professional practice.

7) Propose recommendations for improving educational practices and policies related to AI integration.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

PROPOSED SYLLABUS

MEDT 7496: Generative AI for P-12

3 hours

Description

This course explores the potential of artificial intelligence (AI) in P-12 education, equipping educators with the skills and knowledge to effectively integrate AI tools into their teaching practice. Students will examine AI's applications, opportunities, and ethical considerations while critically evaluating its role in enhancing engagement, creativity, and problem-solving in the classroom. Through interactive discussions, reflective assignments, and hands-on projects, participants will develop practical strategies to incorporate AI into instructional and administrative tasks.

Outcomes

By the end of this course, the student will:

1. Evaluate the potential benefits and challenges of integrating AI tools into P-12 education.
2. Design instructional plans that incorporate AI to enhance engagement, creativity, and problem-solving.
3. Critically analyze ethical considerations, including data privacy, equity, and bias, in the use of AI in education.
4. Develop strategies for using AI to support differentiated instruction, assessment, and efficiency in teaching.
5. Create AI-integrated resources and lesson plans that align with instructional goals and student needs.
6. Reflect on the evolving role of AI in education and its implications for their professional practice.
7. Propose recommendations for improving educational practices and policies related to AI integration.

Common Language for Course Syllabi

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

EDLE - 9901 - Advanced Principles of Strategic Leadership

2026-2027 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2026

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School/ Department* Department of Leadership, Research, and School Improvement

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* EDLE

Course Number* 9901

Course Title* Advanced Principles of Strategic Leadership

Course Type* Educational Leadership

Catalog Course Description* This course is designed for doctoral candidates preparing for high-impact leadership roles. Leadership is a pervasive element of educational practice; throughout their careers, school leaders continuously navigate the dual experiences of guiding others and being guided themselves. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.
This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. Students will engage with research and frameworks that illuminate how organizational structures, cultures, policies, and community contexts interact to support or constrain school improvement and strategic intent. Particular attention is given to the ways leaders diagnose systemic challenges, balance short- and long-term priorities, enact transformative change, and influence diverse stakeholders across and beyond their institutions.

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 Student must have taken EDSI 9941

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Must be enrolled in EDSI School Improvement Program (Major Code 5950)

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

- [x] Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
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- [ ] Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* New Course Designed for Strategic Leadership Track for the EDSI program.

Student Learning Outcomes* The student will:
1. Critically evaluate theories of strategic leadership and apply them to complex educational systems, demonstrating an ability to guide organizational vision, mission, and improvement. GELS 1 (Strategic Leadership), PSEL 1 (Mission, Vision, and Core Values), PSEL 10 (School Improvement)
2. Diagnose systemic organizational challenges through comprehensive data analysis and environmental scanning to understand factors influencing instructional quality, and long-term performance. GELS 2 (Instructional Leadership), GELS 6 (Professional Capacity), PSEL 4 (Curriculum, Instruction, Assessment), PSEL 9 (Operations & Management)
3. Design research-informed strategic plans that align resources, capacities, and goals to advance continuous school and district improvement. GELS 1 (Strategic Leadership), GELS 3 (Talent Management), PSEL 6 (Professional Capacity of School Personnel), PSEL 10 (School Improvement)
4. Analyze and shape organizational culture to promote collaboration, ethical practice, and a supportive learning environment for both students and adults. GELS 5 (School Climate & Culture), PSEL 2 (Ethics & Professional Norms), PSEL 3 (Equity & Cultural Responsiveness), PSEL 5 (Community of Care & Support)
5. Evaluate the implications of policy, governance, and community dynamics for strategic leadership decisions, demonstrating the ability to navigate political, social, and organizational constraints. GELS 7 (Communication & Community Engagement), PSEL 7 (Community Engagement), PSEL 9 (Operations & Management)
6. Develop strategies to effectively engage internal and external stakeholders—including faculty, families, governing boards, and community partners—using ethical persuasion and collaborative leadership practices. GELS 4 (Family & Community Engagement), GELS 7 (Communication), PSEL 5 (Community of Care & Support), PSEL 7 (Community Engagement)
7. Assess the short- and long-term impacts of leadership decisions on organizational sustainability, personnel well-being, instructional quality, and equitable outcomes. GELS 2 (Instructional Leadership), GELS 5 (Climate & Culture), PSEL 3 (Equity), PSEL 10 (School Improvement)

REQUIRED ATTACHMENTS

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1.) Syllabus

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Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 200

Will this course have special fees or tuition [ ] Yes **If yes, what will the fee be?*** N/A

special fees or tuition required?* ☑ No

fee be?*

Fee Justification

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

EDLE 9901 Advanced Principles of Strategic Leadership

Course Description

This course is designed for doctoral candidates preparing for high-impact leadership roles. Leadership is a pervasive element of educational practice; throughout their careers, school leaders continuously navigate the dual experiences of guiding others and being guided themselves. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.

This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. Students will engage with research and frameworks that illuminate how organizational structures, cultures, policies, and community contexts interact to support or constrain school improvement and strategic intent. Particular attention is given to the ways leaders diagnose systemic challenges, balance short- and long-term priorities, enact transformative change, and influence diverse stakeholders across and beyond their institutions.

Credit Hours: 3 hours

Prerequisites:
EDSI 9941

Delivery Method: Fully Online

Student Learning Outcomes
The student will:

1. Critically evaluate theories of strategic leadership and apply them to complex educational systems, demonstrating an ability to guide organizational vision, mission, and improvement. *GELS 1 (Strategic Leadership), PSEL 1 (Mission, Vision, and Core Values), PSEL 10 (School Improvement)*

2. Diagnose systemic organizational challenges through comprehensive data analysis and environmental scanning to understand factors influencing instructional quality, and long-term

performance. *GELS 2 (Instructional Leadership), GELS 6 (Professional Capacity), PSEL 4 (Curriculum, Instruction, Assessment), PSEL 9 (Operations & Management)*

3. Design research-informed strategic plans that align resources, capacities, and goals to advance continuous school and district improvement. *GELS 1 (Strategic Leadership), GELS 3 (Talent Management), PSEL 6 (Professional Capacity of School Personnel), PSEL 10 (School Improvement)*

4. Analyze and shape organizational culture to promote collaboration, ethical practice, and a supportive learning environment for both students and adults. *GELS 5 (School Climate & Culture), PSEL 2 (Ethics & Professional Norms), PSEL 3 (Equity & Cultural Responsiveness), PSEL 5 (Community of Care & Support)*

5. Evaluate the implications of policy, governance, and community dynamics for strategic leadership decisions, demonstrating the ability to navigate political, social, and organizational constraints. *GELS 7 (Communication & Community Engagement), PSEL 7 (Community Engagement), PSEL 9 (Operations & Management)*

6. Develop strategies to effectively engage internal and external stakeholders—including faculty, families, governing boards, and community partners—using ethical persuasion and collaborative leadership practices. *GELS 4 (Family & Community Engagement), GELS 7 (Communication), PSEL 5 (Community of Care & Support), PSEL 7 (Community Engagement)*

7. Assess the short- and long-term impacts of leadership decisions on organizational sustainability, personnel well-being, instructional quality, and equitable outcomes. *GELS 2 (Instructional Leadership), GELS 5 (Climate & Culture), PSEL 3 (Equity), PSEL 10 (School Improvement)*

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDLE - 9902 - Advocacy, Influence, and Stakeholder Relations

2026-2027 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2026

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School/ Department* Department of Leadership, Research, and School Improvement

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* EDLE

Course Number* 9902

Course Title* Advocacy, Influence, and Stakeholder Relations

Course Type* Educational Leadership

Catalog Course Description* Educational leadership requires the ability to navigate complex political and cultural dynamics while advocating for improved opportunities and outcomes for all learners. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media. Through real-world case studies and applied practice, leaders cultivate the skills necessary to build coalitions, utilize data to inform messaging, respond strategically during moments of conflict or crisis, and influence policy to advance student success.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Must be enrolled in EDSI School Improvement Program (Major Code 5950)

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* This course was developed to support the new Strategic Leadership track for the EDSI program.

Student Learning Outcomes* By the end of this course, students will be able to:
1. Analyze the political, cultural, and organizational dynamics that shape educational decision-making within schools and districts. (PSEL 1, 2, 9; GELS 1, 3, 10)
2. Interpret and apply governance structures, policies, and regulations to inform leadership actions and communication strategies. (PSEL 3, 9, 10; GELS 2, 9, 10)
3. Develop and implement persuasive advocacy messages using data, research, and storytelling tailored to diverse stakeholder groups. (PSEL 5, 8, 10; GELS 5, 8)
4. Create and evaluate stakeholder engagement plans that build productive relationships and strengthen trust with families, community partners, and governing bodies. (PSEL 7, 8, 9; GELS 5, 7, 8)
5. Demonstrate effective media engagement skills, including communicating with clarity and professionalism during high-stakes or crisis situations. (PSEL 6, 8, 9; GELS 2, 5, 9)
6. Collaborate with peers and community members to design influence strategies that advance school improvement priorities and support student success. (PSEL 4, 8, 10; GELS 7, 8, 10)

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* 200

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

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

Fee Justification

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

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

EDLE 9902 Advocacy, Influence, and Stakeholder Relations

Course Description

Educational leadership requires the ability to navigate complex political and cultural dynamics while advocating for improved opportunities and outcomes for all learners. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media. Through real-world case studies and applied practice, leaders cultivate the skills necessary to build coalitions, utilize data to inform messaging, respond strategically during moments of conflict or crisis, and influence policy to advance student success.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

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

1. **Analyze** the political, cultural, and organizational dynamics that shape educational decision-making within schools and districts. (PSEL 1, 2, 9; GELS 1, 3, 10)
2. **Interpret and apply** governance structures, policies, and regulations to inform leadership actions and communication strategies. (PSEL 3, 9, 10; GELS 2, 9, 10)
3. **Develop and implement** persuasive advocacy messages using data, research, and storytelling tailored to diverse stakeholder groups. (PSEL 5, 8, 10; GELS 5, 8)
4. **Create and evaluate** stakeholder engagement plans that build productive relationships and strengthen trust with families, community partners, and governing bodies. (PSEL 7, 8, 9; GELS 5, 7, 8)

5. **Demonstrate** effective media engagement skills, including communicating with clarity and professionalism during high-stakes or crisis situations. (PSEL 6, 8, 9; GELS 2, 5, 9)
6. **Collaborate** with peers and community members to design influence strategies that advance school improvement priorities and support student success. (PSEL 4, 8, 10; GELS 7, 8, 10)

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDRS - 9105 - Applied Qualitative Research for School Improvement

2026-2027 Graduate New Course Request

General Information

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* Department of Leadership, Research, and School Improvement

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* EDRS

Course Number* 9105

Course Title* Applied Qualitative Research for School Improvement

Course Type* Educational Research

Catalog Course Description* This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies. It emphasizes generating qualitative data through common methods for educational research, such as observations and interviews, and the analysis of work samples. Students become skilled at using methods of qualitative research to evaluate educational issues. In addition, students examine strategies for thematic and other forms of analysis of qualitative data. Throughout the course students collect and analyze educational data.

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

Concurrent Prerequisites

Corequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* Updated research class to directly support research for school improvement efforts in K12 settings.

Student Learning Outcomes* By the end of this course, students will be able to:
1. Distinguish between the variety of methodological approaches to qualitative research.
2. Illustrate how specific theoretical perspectives frame qualitative research.
3. Employ qualitative research techniques using a broad range of data collection methods.
4. Analyze diverse types of qualitative data.
5. Formulate, interpret, and present findings from qualitative data analysis for a specific audience.

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

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* 200

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.

EDRS 9105 Applied Qualitative Research for School Improvement

Course Description

This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies. It emphasizes generating qualitative data through common methods for educational research, such as observations and interviews, and the analysis of work samples. Students become skilled at using methods of qualitative research to evaluate educational issues. In addition, students examine strategies for thematic and other forms of analysis of qualitative data. Throughout the course students collect and analyze educational data.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

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

1. Distinguish between the variety of methodological approaches to qualitative research.
2. Illustrate how specific theoretical perspectives frame qualitative research.
3. Employ qualitative research techniques using a broad range of data collection methods.
4. Analyze diverse types of qualitative data.
5. Formulate, interpret, and present findings from qualitative data analysis for a specific audience.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDRS - 9106 - Applied Quantitative Research for School Improvement

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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

School/ Department* Department of Leadership, Research, and School Improvement

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ○ Yes ◉ No

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

rather than an academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* EDRS

Course Number* 9106

Course Title* Applied Quantitative Research for School Improvement

Course Type* Educational Research

Catalog Course Description* This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies. Students will learn to identify appropriate data sources, select effective data collection techniques, and apply both descriptive and inferential statistical analyses. By the end of the course, students will be able to use quantitative methods to support empirical inquiry and inform data-driven decisions.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* This course was developed to support the School Improvement Ed.D. with a focus on applied research in K12 schools.

Student Learning Outcomes* By the end of this course, students will:
1. Identify data sources relevant to school improvement.
2. Select appropriate data collection techniques to support school improvement inquiry.
2. Use descriptive statistics to summarize data.
3. Apply data visualization procedures to examine data distributions, trends, and relationships.
4. Apply inferential procedures to support data-driven decision making.
5. Synthesize data analytic results to draw actionable insights and inform the school improvement process.

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* 200

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

EDRS 9106 Applied Quantitative Research for School Improvement

Course Description

This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies. Students will learn to identify appropriate data sources, select effective data collection techniques, and apply both descriptive and inferential statistical analyses. By the end of the course, students will be able to use quantitative methods to support empirical inquiry and inform data-driven decisions.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

By the end of this course, students will:

1. Identify data sources relevant to school improvement.

2. Select appropriate data collection techniques to support school improvement inquiry.

2. Use descriptive statistics to summarize data.

3. Apply data visualization procedures to examine data distributions, trends, and relationships.

4. Apply inferential procedures to support data-driven decision making.

5. Synthesize data analytic results to draw actionable insights and inform the school improvement process.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDSI - 9995 - Capstone I

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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

School/ Department* Department of Leadership, Research, and School Improvement

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* EDSI

Course Number* 9995

Course Title* Capstone I

Course Type* Education School Improvement

Catalog Course Description* Capstone I introduces doctoral candidates to the foundational processes of applied inquiry within the Ed.D.in School Improvement. Candidates identify a problem of practice grounded in their professional context and engage in systematic review and synthesis of scholarly literature and evidence-based best practices to inform improvement efforts. Emphasis is placed on collaborative development of focused capstone project question(s), application of current APA writing standards, and selection of appropriate research methods aligned to school improvement goals. Candidates examine core methodological components, including sampling, instrumentation, data collection, and analysis, and culminate the course by developing and presenting a capstone proposal that articulates the problem, literature base, project questions, and preliminary design for improvement-focused research.

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 EDSI 9933, EDSI 9171, EDSI 9960, EDSI 9941, EDSI 9961, and EDSI 9925

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* Capstone I establishes the foundation for the capstone sequence in the Ed.D. in School Improvement program. This course provides students with the structured time, guidance, and resources needed to identify and refine a problem of practice, conduct an initial review of literature, develop a conceptual framework, and design a research plan. These skills are essential for success in subsequent capstone phases (EDSI 9996 and 9997).

Student Learning Outcomes* 1) identify and access literature and best practices using a variety of databases
2) research, gather, prioritize, and synthesize scholarly information on a topic
3) know and apply the most recent APA rules and procedures while employing clear and correct use of writing conventions
4) collaborate with others to develop a concise project question(s)
5) identify appropriate methods to address project question(s)
6) describe research methods including procedures, sampling, instrumentation, and analysis appropriate for addressing the project question(s)
7) develop a capstone proposal presentation that communicates the capstone introduction, review of the scholarly literature, project questions, and preliminary design and methods for research

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

EDSI 9995 Capstone I

Course Description

Capstone I introduces doctoral candidates to the foundational processes of applied inquiry within the Ed.D. in School Improvement. Candidates identify a problem of practice grounded in their professional context and engage in systematic review and synthesis of scholarly literature and evidence-based best practices to inform improvement efforts. Emphasis is placed on collaborative development of focused capstone project question(s), application of current APA writing standards, and selection of appropriate research methods aligned to school improvement goals. Candidates examine core methodological components, including sampling, instrumentation, data collection, and analysis, and culminate the course by developing and presenting a capstone proposal that articulates the problem, literature base, project questions, and preliminary design for improvement-focused research.

Credit Hours: 3 hours

Prerequisites: EDSI 9933, EDSI 9171, EDSI 9960, EDSI 9941, EDSI 9961, and EDSI 9925

Delivery Method: Entirely Online

Student Learning Outcomes

Students will:

1) identify and access literature and best practices using a variety of databases
2) research, gather, prioritize, and synthesize scholarly information on a topic
3) know and apply the most recent APA rules and procedures while employing clear and correct use of writing conventions
4) collaborate with others to develop a concise project question(s)
5) identify appropriate methods to address project question(s)
6) describe research methods including procedures, sampling, instrumentation, and analysis appropriate for addressing the project question(s)
7) develop a capstone proposal presentation that communicates the capstone introduction, review of the scholarly literature, project questions, and preliminary design and methods for research

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDSI - 9996 - Capstone II

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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

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

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

School/ Department* Department of Leadership, Research, and School Improvement

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* EDSI

Course Number* 9996

Course Title* Capstone II

Course Type* Education School Improvement

Catalog Course Description* Capstone II builds upon the proposal developed in Capstone I and focuses on the implementation, analysis, and communication of an applied school improvement project. Doctoral candidates collaborate to develop and execute a structured data collection timeline while demonstrating ethical research practices and applied methodological skills. Emphasis is placed on professional written and verbal communication to clearly articulate research processes and findings. Candidates critically analyze and evaluate project data to assess improvement outcomes and inform evidence-based decision making. Capstone II prepares candidates to translate findings into actionable insights that support continuous improvement within educational systems.

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 EDSI 9995

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* Capstone II is necessary to ensure doctoral candidates in the School Improvement program are adequately prepared for the final phase of their capstone projects. The capstone is the culminating demonstration of a candidate's ability to integrate theory, research, and practice in addressing a problem of practice. Without a structured second phase, students risk insufficient scaffolding in the critical stages of data collection and preliminary analysis.

Student Learning Outcomes* 1) Collaborate with others to develop and implement a data collection timeline.
2) Cultivate the verbal and written professional communication skills that will advance their capstone research.
3) Demonstrate applied research skills and ethical conduct by executing the data collection plan for the capstone project.
4) Critically analyze and evaluate project findings.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* [ ] Yes [x] 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.

EDSI 9996 Capstone II

Course Description

Capstone II builds upon the proposal developed in Capstone I and focuses on the implementation, analysis, and communication of an applied school improvement project. Doctoral candidates collaborate to develop and execute a structured data collection timeline while demonstrating ethical research practices and applied methodological skills. Emphasis is placed on professional written and verbal communication to clearly articulate research processes and findings. Candidates critically analyze and evaluate project data to assess improvement outcomes and inform evidence-based decision making. Capstone II prepares candidates to translate findings into actionable insights that support continuous improvement within educational systems.

Credit Hours: 3 hours

Prerequisites: EDSI 9995 Capstone I

Delivery Method: Entirely Online

Student Learning Outcomes

Students will:

1) Collaborate with others to develop and implement a data collection timeline.
2) Cultivate the verbal and written professional communication skills that will advance their capstone research.
3) Demonstrate applied research skills and ethical conduct by executing the data collection plan for the capstone project.
4) Critically analyze and evaluate project findings.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

EDSI - 9997 - Capstone III

2026-2027 Graduate New Course Request

General Information

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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School/ Department* Department of Leadership, Research, and School Improvement

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* EDSI

Course Number* 9997

Course Title* Capstone III

Course Type* Education School Improvement

Catalog Course Description* Capstone III represents the culminating course in the Ed.D. in School Improvement capstone sequence. Building on the research design established in Capstone I and the data collection and analysis conducted in Capstone II, doctoral candidates synthesize and interpret complex project findings to address a defined problem of practice. Emphasis is placed on producing high-quality professional writing that integrates scholarly literature and applied findings to inform school improvement efforts. Candidates develop and deliver a capstone presentation that clearly communicates the project's questions, design and methods, findings, and actionable recommendations. Capstone III prepares candidates to lead improvement initiatives through evidence-based decision making and effective scholarly communication.

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 EDSI 9996

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* (•) Active-Visible ( ) Inactive-Hidden

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

Grading* Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* The inclusion of EDSI 9997: Capstone III is critical to the integrity and completion of the doctoral capstone sequence in the School Improvement program. As the culminating phase, Capstone III provides the structure and support students need to synthesize, finalize, and communicate their research findings in ways that directly impact educational practice.

Student Learning Outcomes* 1) Analyze, synthesize, and communicate complex project findings.
2) Produce a final written capstone connected to literature and reporting findings, implications, and recommendations that addresses the capstone's problem of practice.
3) Develop a capstone presentation that communicates the project's questions, design and methods, findings and recommendations.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* (•) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* (•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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

If yes, what will the fee be?* 0

Fee Justification

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EDSI 9997 Capstone III

Course Description

Capstone III represents the culminating course in the Ed.D. in School Improvement capstone sequence. Building on the research design established in Capstone I and the data collection and analysis conducted in Capstone II, doctoral candidates synthesize and interpret complex project findings to address a defined problem of practice. Emphasis is placed on producing high-quality professional writing that integrates scholarly literature and applied findings to inform school improvement efforts. Candidates develop and deliver a capstone presentation that clearly communicates the project's questions, design and methods, findings, and actionable recommendations. Capstone III prepares candidates to lead improvement initiatives through evidence-based decision making and effective scholarly communication.

Credit Hours: 3 hours

Prerequisites: EDSI 9996

Delivery Method: Entirely Online

Student Learning Outcomes

Students will:

1) Analyze, synthesize, and communicate complex project findings.
2) Produce professional writing connected to literature that addresses the capstone's problem of practice.
3) Develop a capstone presentation that communicates the project's questions, design and methods, findings and recommendations.

Please see the Common Language for Course Syllabi for official information on UWG's Academic Integrity Policy.

Embedded Certificate in Human Science Research

2026-2027 Graduate New Program Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Program Type*
- ○ Degree Program
- ◉ Embedded Certificate
- ○ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program. Psychology

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.

School/ Department* School of Social Sciences

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?* ○ Yes ◉ No

Is this a College of Education Program?* ○ Yes ◉ No

Program Information

Program Name* Embedded Certificate in Human Science Research

Degree Type* Graduate Certificate

Program Description* Purpose
Students may earn the Graduate Certificate in Human Science Research in Psychology after completing 14 graduate semester credit hours of coursework in the UWG M.A. Psychology Program. The certificate is designed to train future psychology researchers and practitioners in qualitative, participatory, arts-based, and mixed-methods approaches to psychological inquiry. The certificate program helps psychology graduate students pursue career advancement in research-focused roles across academic, clinical, nonprofit, community, and industry settings.

The certificate will ensure expertise in the following aspects of human science research in psychology: theoretical foundations and applied practices of human-science psychology and qualitative research; methodologies for designing and conducting studies that emphasize lived experience; interpretive techniques for analyzing interviews, narratives, surveys, and other qualitative data; the full research process from literature review to data collection, interpretation, and dissemination; strategies for publishing scholarly and public-facing research to support community well-being; and human-science applications relevant to healthcare, wellness, education, organizational research, and social justice contexts.

Learning Outcomes
Students enrolled in this certificate program will acquire knowledge and understanding of: theoretical principles and methodological applications of human science research in psychology, research design and procedural steps necessary for qualitative and mixed-method inquiry, the role of human science research in generating meaningful psychological knowledge that serves individuals and communities.

Admission
Students must be enrolled in the UWG M.A. Psychology Program to participate in this certificate. Incoming students to the program must email the M.A. Psychology program head at the time of enrollment, in their first semester of the program, to declare the intention to complete the certificate.

Program Location* Carrollton

Status* ◉ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*

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

Curriculum Information

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

Type of Program*

- (•) Program
- ( ) Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Required Courses

PSYC 6021 Psychology as Human Science
PSYC 6083 Research Methods
PSYC 7810A Tutorial
PSYC 7810B Tutorial

Elective Courses

PSYC 6881 Independent Project
PSYC 6899 Thesis

Justification and Assessment

Rationale* Please see the attached document (Human Science Research Certificate UWG Psychology MA Program.pdf) which offers a comprehensive justification and rationale for this certificate program.

In short--The UWG Psychology Program seeks to offer a embedded graduate certificate in "Human
Science Research for Psychology." This program would certify psychology M.A. students and professionals to acquire proficiency in conducting psychological research through human science
methods—i.e. qualitative, participatory, community-based, arts-based, and mixed methods approaches. Successful completion includes practical application of all steps in the human science
research process—conducting a literature review, writing a proposal, collecting and interpreting
data, producing research findings, and disseminating psychological research findings for academic
and public consumption. Graduates of this certificate program will enter the workforce with research expertise to produce impactful psychological insights that can facilitate transformation in
healthcare, wellness, non-profit, academic, marketing, media, and community organizations.
The proposed certificate program directly supports UWG's mission by creating experiential learning and career readiness opportunities for students eager to acquire expertise in psychological
research. With over 50 years of pioneering qualitative, community-engaged, participatory, arts□based, and mixed methods of inquiry, the psychology program at UWG has long been a hub for
innovative research and community placemaking. Our MA psychology has long been sought after
as an official training ground for human science research, where diverse cohorts learn from internationally recognized research experts psychology, thereby deepening alumni loyalty and
engagement.
We seek to add this graduate certificate program to the UWG Psychology program's offerings in
order to create a marketable credential that bolsters student success on the job and academic
market—i.e. competitive doctoral program applications, competitive industry employment, and
increased salary benefits. Notably, various industries are increasingly seeking employees with
qualitative and mixed media research expertise, which can provide them with nuanced psychological insights into human experience. This program will certify graduate students and
professionals in advanced qualitative and mixed methods research skills, which will strengthen
UWG's competitiveness in recruiting high-caliber applicants and positioning UWG graduates as
leaders in knowledge-production for psychology and beyond.

The demand for researchers trained in human-centered, qualitative, and mixed-methods approaches has grown substantially across both academic and industry sectors. As organizations
recognize limitations of purely quantitative/statistical research in understanding human behavior,
there is a growing need for researchers who can provide insight into the richness and complexity
of lived experience. This is particularly true in fields such as psychology, counseling, public health,
education, community organizing, media and UX design, marketing, and social policy.
Within the field of psychology, there is a growing market for formalized, graduate-level training
in human science research. Our own graduates—many of whom go on to doctoral programs

of
applied research positions—report that their qualitative and mixed methods training at UWG has

been instrumental in securing professional opportunities. However, they lack a formal credential
to showcase this expertise to potential employers or PhD admissions committees. The proposed
certificate will fill this gap by offering a distinct and marketable credential that certifies advanced
research competency.

This certificate will be especially attractive to:
• M.A. students in psychology who wish to specialize in human science research.
• Professionals in the mental health, education, or nonprofit sectors seeking to advance their
research careers.
• Alumni of UWG and other humanistic psychology programs seeking continuing education.
• Doctoral program applicants seeking to bolster their research portfolios.
• Interdisciplinary professionals (e.g. UX, public health, social innovation) seeking a graduate-level credential in qualitative inquiry.

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

- SLO 1: Students will demonstrate understanding of the field of psychology in general, emphasizing application and analysis and evaluation.
- SLO 2: Students will demonstrate an understanding of and appreciation for psychology as a human science, emphasizing application and analysis and critical evaluation.
- SLO 3: Students will develop enhanced self-understanding and consider its implications for personal growth, and for social change.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach it to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach it to this proposal.

Program Map*	☑ I have attached the Program Map.
USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal. ☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).
Assessment Plan*	☐ I have attached the Assessment Plan. ☑ N/A - Assessment Plan is not required (minor is a part of an existing major).
Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

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2026-27
Program Map
MA Psychology
Human Science Certificate Program
Embedded

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Psyc 6021: Psychology as a Human Science	4	PSYC6083: Research Methods	3
		PSYC 7810A: Research Workshop 1: Writing	2
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PSYC 7810A: Research Workshop 2: Presenting	2	PSYC6899: Thesis	3
		OR	
		PSYC6881: Independent Project	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies prior to generating a full proposal. This document should be used for both new academic degree programs and for stand-alone or embedded certificates. Once a program is approved in concept, the full proposal review process is utilized, and the proposal is then submitted into Curriculog. Once this proposal has been completed, the academic dean should share this with the provost and coordinate next steps for discussion

College/School: **University of West Georgia: CHASS**

Department: **School of Social Sciences (Psychology)**

Name of Proposed Program or Certificate: **Human Science Research for Psychology**

Degree Level: **M.A.**

Major and CIP Code: **45110100**

Desired Start Date: **Fall 2026**

1. Briefly describe how the proposed program is consistent with the mission and strategic plan of the University. Please address placemaking, relevance, and competitiveness.

The UWG Psychology Program seeks to offer an embedded graduate certificate in "Human Science Research for Psychology." This program would certify psychology M.A. students and professionals to acquire proficiency in conducting psychological research through human science methods—i.e. qualitative, participatory, community-based, arts-based, and mixed methods approaches. Successful completion includes practical application of all steps in the human science research process—conducting a literature review, writing a proposal, collecting and interpreting data, producing research findings, and disseminating psychological research findings for academic and public consumption. Graduates of this certificate program will enter the workforce with research expertise to produce impactful psychological insights that can facilitate transformation in healthcare, wellness, non-profit, academic, marketing, media, and community organizations.

The proposed certificate program directly supports UWG's mission by creating experiential learning and career readiness opportunities for students eager to acquire expertise in psychological research. With over 50 years of pioneering qualitative, community-engaged, participatory, arts-based, and mixed methods of inquiry, the psychology program at UWG has long been a hub for

innovative research and community placemaking. Our MA psychology has long been sought after as an official training ground for human science research, where diverse cohorts learn from internationally recognized research experts psychology, thereby deepening alumni loyalty and engagement.

We seek to add this graduate certificate program to the UWG Psychology program's offerings in order to create a marketable credential that bolsters student success on the job and academic market—i.e. competitive doctoral program applications, competitive industry employment, and increased salary benefits. Notably, various industries are increasingly seeking employees with qualitative and mixed media research expertise, which can provide them with nuanced psychological insights into human experience. This program will certify graduate students and professionals in advanced qualitative and mixed methods research skills, which will strengthen UWG's competitiveness in recruiting high-caliber applicants and positioning UWG graduates as leaders in knowledge-production for psychology and beyond.

2. Provide the rationale for developing the proposed new academic program. Consider including information regarding preliminary market demand analyses and potential student populations. Does it have characteristics that are distinctive from similar programs offered by the USG?

Market Demand Analysis

The demand for researchers trained in human-centered, qualitative, and mixed-methods approaches has grown substantially across both academic and industry sectors. As organizations recognize limitations of purely quantitative/statistical research in understanding human behavior, there is a growing need for researchers who can provide insight into the richness and complexity of lived experience. This is particularly true in fields such as psychology, counseling, public health, education, community organizing, media and UX design, marketing, and social policy.

Within the field of psychology, there is a growing market for formalized, graduate-level training in human science research. Our own graduates—many of whom go on to doctoral programs or applied research positions—report that their qualitative and mixed methods training at UWG has been instrumental in securing professional opportunities. However, they lack a formal credential to showcase this expertise to potential employers or PhD admissions committees. The proposed certificate will fill this gap by offering a distinct and marketable credential that certifies advanced research competency.

According to a recent search on indeed.com (September 2025), there are over 900 job listings in the United States seeking a researcher with expertise in human science research (i.e. qualitative inquiry and mixed methods research). This includes over 600 job listings on indeed.com in academia, seeking faculty or research assistants trained in qualitative/mixed methods, in

disciplines spanning psychology, counseling, education, and social work. These academic jobs include: Associate Professor for Executive Ph.D. in Urban Education at Jackson State University, Assistant Professor of Psychology at Point Park University, Assistant Professor of Psychology at Upper Iowa University, Tenure Track Faculty in Environmental Social Sciences at Evergreen State College, Assistant Professor in Early Childhood Education at Western Kentucky University, and multiple adjunct and lecturer positions in various social sciences and education programs.

Below is a (partial) list of academic jobs seeking a candidate with human science research expertise:

Institution	Position	Location	Highlights
University of Georgia	Assistant Professor (Tenure-Track)	Athens, GA	Expertise in Qualitative Research & Evaluation; start August 2026 (ugajobsearch.com)
Abilene Christian University	Doctoral Research Coordinator (Faculty)	Remote	EdD in Organizational Leadership; qualitative & quantitative competencies (Indeed)
University of Rochester	Health Humanities & Bioethics (Faculty)	Rochester, NY	Open-rank, tenure-eligible; qualitative skills preferred (Indeed)
St. Jude Children's Research Hospital	Clinical Informatics Researcher (Faculty)	Memphis, TN	Faculty position combining design and analysis of qualitative studies (Indeed)
UTHealth Houston – School of Public Health	Faculty, Health Services Research (TT)	Houston, TX	Tenure-track; health services with qualitative methods (Indeed)
Rush University Medical Center	Research Faculty – Obstetrics & Gynecology	Chicago, IL	Grant-funded research, likely involves qualitative components (Indeed)
Meta	Research Fellow (Postdoc-style)	Remote	Performs qualitative and quantitative research for educational policy (Indeed)
Campaign for College Opportunity	Research Fellow (Postdoc-style)	Remote	Must conduct qualitative research and analysis (Indeed)
Mathematica Policy Research	Research Associate (Global Division)	Remote (DC area)	Requires qualitative research experience (e.g., interviews) (Indeed)

Fair and Just Prosecution	Research & Policy Fellow (Postdoc-style)	Remote/San Francisco	Policy research with qualitative methods (Indeed)

In industry spaces outside of academia, prospective jobs strengthened by this certificate include: User Experience (UX) Researcher, Consumer Insights Analyst, Program Evaluator, Community-Based Researcher, Academic Research Coordinator, and Policy Analyst. Georgia-based job postings on Indeed.com include roles such as Research Partnership Manager at care.org (Atlanta, GA), Researcher of Customer Insights at PrizePicks (Atlanta, GA), Marketing Planning Specialist at GoHealth Urgent Care (Atlanta, GA), Director of Marketing Analytics and Insights at Vestis (Roswell, GA), as well as UX Researchers and Data Scientists at various technology companies.

Below is a (partial) list of industry jobs seeking a candidate with human science research expertise:

Organization / Company	**Position**
Credit Genie	Qualitative UX Researcher (Pittsburgh)
Chadwick Martin Bailey	Market Research Qualitative Research Specialist (Remote)
Fairfax County Public Schools	Research & Program Evaluation Specialist (VA)
New York University	Research Assistant – Qualitative Data Coding
Meta	User Experience Researcher, Qualitative (Bellevue)
Age of Learning	Research Specialist (Remote)
Aura	Research Assistant – Qualitative Studies (Remote, Boston)
Omnicom Health	Senior Research Associate I (Market Research)
Radancy	Qualitative Researcher (Chicago)
Pinterest (SF)	Sr Manager, Qualitative Product Research – Shopping & Search
Pinterest (Chicago)	Senior Qualitative Product Researcher – Personalization
Interpret LLC	Research Manager – Video Game & Tech Insights (Remote)
GeneDx	UX Researcher (Remote)
Foot Locker	Analyst, Consumer Research (Remote)

This certificate can increase salary prospects and leadership opportunities for candidates by signaling to employers that the candidate has advanced psychological research knowledge, is skilled in gathering and analyzing nuanced data on lived experience, and is equipped to lead or contribute to interdisciplinary research teams. In UX research, for example, entry-level positions start around $80,000, while mid-career roles can exceed $120,000. In nonprofit evaluation or public health, research leads can acquire a range of $70,000–$100,000, and faculty salaries in

research-intensive universities begin around $65,000–$90,000, depending on field and location. As such, the certificate offers a competitive edge in a rapidly evolving job market.

Potential Student Populations

This certificate will be especially attractive to:

- M.A. students in psychology who wish to specialize in human science research.
- Professionals in the mental health, education, or nonprofit sectors seeking to advance their education and research careers.
- Alumni of UWG and other humanistic psychology programs seeking continuing education.
- Interdisciplinary professionals (e.g. UX, public health, social innovation) seeking a graduate-level credential in qualitative inquiry.

Comparison to Other Programs at USG

This proposed certificate program is unique within the University System of Georgia (USG). While some institutions offer graduate certificates in applied research or data science, these are almost exclusively focused on quantitative or statistical methods (e.g., UGA's Applied Data Analytics, or GSU's Research Methodology programs). No current USG program offers a certificate that centers on qualitative, participatory, arts-based, and human science research methodologies grounded in psychological theory and praxis.

3. What is the anticipated delivery method(s) and projected enrollment for the program? On what basis were those enrollment estimates developed?

The program will be delivered primarily face-to-face on campus, as consistent with the current course offerings of the MA Psychology Program at UWG. Drawing on current enrollment trends in the MA Psychology program (16 incoming M.A. students enrolled in Fall 2024, 5 incoming M.A. students enrolled in Spring 2025); and a strong interest in experiential research opportunities expressed by applicants to our program, the certificate is projected to enroll approximately 20 students per year.

All courses in the certificate program are embedded within the existing M.A. in Psychology curriculum at UWG. This means that students can simultaneously pursue the M.A. and earn the certificate, with no additional credit hours beyond their regular degree requirements. For those already enrolled in the M.A. program, the certificate offers a way to formalize and spotlight their research expertise. For post-master's professionals wishing to further their education, the certificate offers an embedded MA program credential that may build upon prior graduate work.

4. Is it consistent with the strength and core competencies of the department?

This certificate program leverages the UWG Psychology Program's longstanding expertise in human science research and qualitative methodologies. For 53 years, our program has been internationally recognized as a center of humanistic psychology. We provide students with in-depth knowledge of studying people as holistic human beings with complex subjectivities, rather than solely reducing people to statistics or brain firings. In accordance with these humanistic values, our M.A. psychology program teaches graduate students to conduct psychological research through a distinctly "human science" approach, which centers on qualitative research. Qualitative research methodologies collect and analyze people's stories about the complex, experientially lived, and sociocultural aspects of their lives. The end goal is to produce rich, meaningful human insights that can benefit the well-being of individuals, communities, and organizations. Recently, our curriculum has also incorporated training in mixed methods research (qualitative and quantitative) to enhance research expertise and career prospects of our graduate students, while still emphasizing our program's expertise which is qualitative inquiry.

The proposed graduate certificate program aligns with the required "Psychology as a Human Science" course that all psychology students must take to acquire an M.A. degree. It also serves as an extension of the graduate research opportunities available for students in our 11 Human Science Research in Psychology Labs, led by faculty experts in human science research. The certificate program therefore enhances significant components of our curriculum that have been foundational to the psychology program since its inception.

5. How many credit hours will be needed to complete the program. List / describe any new courses that will be created to support the program. What percentage of the total credit hours of the program will be new courses?

Students may earn the Human Science Research in Psychology Certificate after completing 14 graduate semester credit hours in the UWG Psychology graduate program. The program of study should include four foundation courses (11 credits), and one elective course (3 credits), from the following lists:

Required Courses (11 credits):

- PSYC6021: Psychology as a Human Science (4 credits)
- PSYC6083: Research Methods (3 credits)
- PSYC7810A: Research Workshop 1: Writing (2 credits)
- PSYC7810B: Research Workshop 2: Presenting (2 credits)

Elective Courses (3 credits):

- PSYC6899: Thesis (3 credits)

- PSYC6881: Independent Project (3 credits)

No new courses are proposed; therefore, 100% of the credit hours are derived from existing course offerings in the M.A. Psychology Program curriculum.

6. Briefly describe the anticipated resources needed for the proposed program. Consider including information about faculty workload, program administration, campus facilities, specialized equipment, and accreditation.

The certificate program will utilize existing departmental resources, including current faculty, existing course offerings, and existing classroom spaces. Faculty workload would potentially increase due to the need for individual advisement of students' thesis and independent projects; allowing faculty to include these credit hours towards their teaching requirements in the academic year may offset this workload adjustment. No official accreditation bodies in human science research would be required to approve of this curriculum.

7. Discuss in general terms the budgetary impact of delivering the program. Consider including the realignment of resources.

Because the certificate builds exclusively on existing courses and the current research training framework of the UWG Psychology Program, the budgetary impact is expected to be minimal, solely focused on targeted program marketing by the university—i.e. flyers, new webpage build-out.

8. Is the program free from duplication or competition with a current or planned program within the university? Is an existing program or major being recommended for termination or deletion?

The proposed certificate does not duplicate existing UWG offerings. Unlike the "Post Baccalaureate Certificate in Data Analysis & Evaluation Methods" in the School of Education, which focuses on data analysis and quantitative research for program development in schools and government institutions, this program emphasizes qualitative research in psychology. It will attract a unique candidate pool, including psychology and mental health professionals, and focus on methods that generate deep psychological insights into human experiences.

9. How will this program enhance the reputation of UWG? Please list business or other community partners who may be prepared to provide advocacy and support for the proposed program.

UWG's Psychology Program is internationally recognized as a hub for human science psychology—which is unique from most other programs in the university and in the world. Our

curriculum already attracts students specifically seeking depth in qualitative and community-engaged methods, who cannot find other programs that will train them in these research approaches. By creating this certificate, we can formalize our unique legacy of excellence in human science research and offer a concrete pathway for students to gain specialized skills in the most human-centered form of inquiry available in the social sciences. In sum, this program will extend UWG Psychology's highly unique research strengths into new realms of student engagement and professional development—and in doing so, bolster UWG's reputation overall.

Potential partners include a diverse array of organizations, such as local healthcare institutions, community non-profits, academic research organizations, and leaders in the wellness, marketing, media, and technology industries. We also anticipate building partnerships with the "sister schools" of the UWG Psychology Program, who may refer students and alumni to our certification program. These institutions include Duquesne University, Boston College, Seattle University, Point Park University, University of California Santa Cruz (UCSC), Dallas University, and others.

Furthermore, we envision strong support and possible endorsements from esteemed professional bodies such as the American Psychological Association's Division 32 (Humanistic Psychology) and Division 5 (Research Methods), as well as the APA's Society for Qualitative Inquiry in Psychology. Such endorsements would significantly enhance the program's credibility and broaden its appeal to prospective students and professionals alike.

Approval by Dean and Date:
Approval by President or Senior Vice President for Academic Affairs and Date: