GRADUATE PROGRAMS COMMITTEE MEETING AGENDA

Date/Time: **April 4, 2024 at 3:00 PM Eastern Time via Zoom**

Join Zoom Meeting: https://westga-edu.zoom.us/j/89692144061?pwd=WHlPWG93QXRGYS9RM1ZwR0xaWm1hZz09

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I. Call to Order

II. Roll Call of GPC Committee Members

III. Approval of Minutes for March 7, 2024

IV. Program and Course Proposals

A. College of Arts, Culture, & Scientific Inquiry

1. **CISM- 5470 – Cyberwarfare, Cybercrime, and Digital Forensics**

   Request: New Course

   Rationale: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management. Originally it was submitted as CISM 6470. Subsequently, the decision was made to cross-list it as CISM 4470 for our undergraduate students. Thus, we are now deleting the 6000-level course and submitting this 5000-level course as a new proposal.

   SEE APPENDIX A (p. 6)

2. **Strategic Cybersecurity & Information Management, M.S.**

   Request: Revise Program

   Rationale: The course number was changed from CISM 6470 to CISM 5470 so that the course could be cross-listed with our undergraduate course (CISM 4470). There were no substantive changes to course.

   SEE APPENDIX B (p. 7)

3. **Applied Computer Science, M.S.**

   Request: Revise Program

   Rationale: The updates to the Program Curriculum will allow us to continue to offer advanced material for students with no background in Computer Science as before. However, the inclusion of the different Tracks will give us the ability to meet the needs of students who do have a CS background and offer them material to match current trends in technology. The inclusion of the Tracks and realignment of the coursework will also allow us to grow in the future by potentially offering new courses / tracks to meet industry needs.

   SEE APPENDICES C, C1, C2 (p. 8-15)

4. **CS-5251-Web Technologies I**

Request: New Course

Rationale: This course is an introduction to software development for graduate students with no prior experience.

SEE APPENDIX D (p. 16-19)

5. **CS-5275- Foundations of Machine Learning**

Request: New Course

Rationale: This course will be the foundational course for the new MS ACS, Data Science Track

SEE APPENDIX E (p. 20-23)

6. **CS-5311 – Program Construction I**

Request: New Course

Rationale: This course is an introduction to software development for graduate students with no prior experience.

SEE APPENDIX F (p. 24-28)

7. **CS-5500-Cybersecurity**

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.

SEE APPENDIX G (p. 29- 33)

8. **CS-6250-Artificial Intelligence for Security**

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.

SEE APPENDIX H (p. 34-38)

9. **CS-6253- Web Technologies III**

Request: New Course

Rationale: This course will be part of the updated Software Development Track for the MC ACS.

SEE APPENDIX I (p. 39 -43)

10. **CS-6271-Advanced Networking**

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS

SEE APPENDIX J (p.44 -48)

11. **CS – 6800- Data Analytics**

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

SEE APPENDIX K (p. 49-53)

12. **CS-6810-Intelligence & Analytics Tools**

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

SEE APPENDIX L (p. 54-58)

13. **CS-6820- Generative AI for Data Scientists**

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

SEE APPENDIX M (p. 59 -63)

14. **CS-6983 – Directed Research**

Request: New Course

Rationale: With the growth of the MS in Applied Computer Science, we anticipate additional opportunities for students to collaborate with faculty on independent research and this course would allow for credit toward the degree.

SEE APPENDIX N (p. 64-67)

B. College of Education

15. **Higher Education Administration, M.Ed.**

Request: Revised Program

Rationale: To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-Language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37

students). In the attached rationale, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.
SEE APPENDICES O, O1, O2, O3, O4 (p. 68-79)

16. Post-Baccalaureate Certificate in Speech-Language Pathology
Request: Revise Program
Rationale: The proposed program revision adds an optional internship (SLPA 5792) to the post-baccalaureate certificate program in speech-language pathology which satisfies the requirement for students to apply for certification as a speech language associate under a newly approved GaPSC rule. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.
SEE APPENDICES P, P1, P2 (p. 80-82)

17. SLPA – 5792- Internship in Speech Language Pathology
Request: New Course
Rationale: This course is being added as an optional course for students admitted to the post-baccalaureate certificate program in speech-language pathology. Completion of this course satisfies requirements for a newly approved Georgia PSC rule for the creation of a Speech Language Associate Program. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.
SEE APPENDIX Q (p. 83-85)

C. University College

18. CRIM-5002- GIS Planning & Public Service
Request: New Course
Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.
SEE APPENDIX R (p. 87 – 88)

19. POLS- 5002-GIS, Planning, and Public Service
Request: New Course
Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.
SEE APPENDIX S (p. 89- 90)

V. Old Business
1. UPDATE: Secondary Ed.S. Program Review

VI. New Business

1. Transfer Credit Policy (Appendix T - p. 91)

VII. Adjourn

APPENDICES

APPENDIX A:

INSTRUCTIONS

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

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

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

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

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

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**

CURRICULUM MAPPING TEMPLATE

	DEPARTMENT:	Computing and Mathematics		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
				multiple technologies.	professionals.	technologies.	technical documents.
1			CS 5251		I		I
2			CS 5275				M, A
3			CS 5311		I		I
4			CS 5500		I		
5			CS 6231		I		I
6			CS 6232	I	R		R
7			CS 6241	M, A			R
8			CS 6242	R			R
9			CS 6250		R		R
10			CS 6252	R	R	M, A	R
11			CS 6253	R	R	R	R
12			CS 6261		M, A		R
13			CS 6271	R	R		R
14			CS 6312	I		I	R
15			CS 6800		R		R
16			CS 6810		R		R
17			CS 6820		R		R
18			CS 6983				R
19							
20							
21							
22							

APPENDIX B:

INSTRUCTIONS

1.Management

2.M.S. in Strategic Cybersecurity and Information Management

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

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

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

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

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Weaving			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	Underwater basket weaving		COURSES	Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM 6410)	Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 6430)	Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 6450)	Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)	Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)
		1	CISM 5355	I	I			I
		2	CISM 5500	R				
		3	CISM 5600	R	R	I	I	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	CISM 6410	M, A				R
		5	CISM 6420		R		R	R
		6	CISM 6430		M, A		R	R
		7	CISM 6440			R	R	R
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	CISM 6450			M, A	R	R
		9	CISM 6460				M, A	R
		10	CISM 5470					M,A
		11						
		12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13						
		14						
		15						
		16						
		17						
		18						
		18						
		19						
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20						
		21						
		22						

APPENDIX C:

CISM 5470: Cyberwarfare, Cybercrime, and Digital

Forensics COURSE DESCRIPTION

This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

Learning Objectives - Students who complete this course successfully will be able to do the following:

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.

- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.
- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

INSTRUCTOR INFORMATION

NAME: Ellie Towhidi, Ph.D.
OFFICE LOCATION: Richards Hall
247 **OFFICE HOURS:** TBD
CLASS TIME AND LOCATION: **TBD**

BOOKS AND MATERIALS

Cybercrime and Digital Forensics: An Introduction 3rd Edition by Thomas J. Holt Cyberwarfare:

Information Operations in a Connected World 2nd Edition by Mike Chapple

GRADING

Your grade will consist of two exams (a midterm and a final), three projects, and one presentation. Good participation (missing one or fewer classes and being engaged).

Midterm	20%
Final Exam	20%
Assignments	30%
Business Case and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR (defined as within two days of class start); further, no retroactive accommodations will be given. Accessibility Services is located in 123 Row Hall at the Student Development Center, telephone 678-839-6428

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the "Common Language for Course Syllabi" for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

APPENDIX C1:

Academic Year
Program Map
MS of Applied Computer Science
Software Development Track
(those with a CS undergrad degree)

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5275 – Found. of Machine Learning	3	CS 6232 – Database II	3
CS 6241 – Software Development I	3	CS 6242 – Software Development II	3
		CS 6252 – Web Technologies II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
Milestones		Milestones	
TERM 3 - Summer			
Course	Credits		
CS 6253 – Web Technologies III	3		
CS 6261 – Sys & Network Admin	3		

SEMESTER TOTAL	6		
Milestones			
YEAR 2			
TERM 1 – Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS Elective	3		
CS Elective	3		
CS Elective	3		
SEMESTER TOTAL	9		

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 Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year
Program Map
MS of Applied Computer Science
Data Science Track
(those with a CS undergrad degree)

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits

CS 5275 – Found. of Machine Learning	3		CS 6252 – Web Technologies II	3
CS 6241 – Software Development I	3		CS 6800 – Data Analytics	3
CS Elective	3		CS 6810 – Intell. & Analytic Tools	3
SEMESTER TOTAL	9		SEMESTER TOTAL	9
Milestones			**Milestones**	
TERM 3 - Summer				
Course	**Credits**			
CS 6261 – Sys & Network Admin	3			
SEMESTER TOTAL	3			
Milestones				
YEAR 2				
TERM 1 – Fall			**TERM 2 - Spring**	
Course	**Credits**		**Course**	**Credits**
CS 6820 - Generative AI for Data Sci.	3			
CS Elective	3			
CS Elective	3			
SEMESTER TOTAL	9			

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 Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year

Program Map

MS of Applied Computer Science

Cyber Intelligence Track

(those with a CS undergrad degree)

YEAR 1			
TERM 1 - Fall		**TERM 2 - Spring**	
Course	**Credits**	**Course**	**Credits**
CS 5275 – Found. of Machine Learning	3	CS 5500 – Cybersecurity	3
CS 6241 – Software Development I	3	CS 6252 – Web Technologies II	3
CS 6271 – Adv Networking	3	CS Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9

YEAR 2			
TERM 1 – Fall		**TERM 2 - Spring**	
Course	**Credits**	**Course**	**Credits**
CS 6250 – AI for Security	3		
CS Elective	3		
CS Elective	3		
SEMESTER TOTAL	9		
Milestones			

TERM 3 - Summer			
Course	**Credits**		
CS 6261 – Sys & Network Admin	3		
SEMESTER TOTAL	6		
Milestones		**Milestones**	

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APPENDIX C2:

Academic Year Program Map MS of Applied Computer Science Software Development Track (those without a CS undergrad degree)				
YEAR 1				
TERM 1 - Fall			TERM 2 - Spring	
Course	Credits		Course	Credits
CS 5251 – Web Technologies I	3		CS 6252 – Web Technologies II	3
CS 5311 – Program Construction I	3		CS 6312 – Program Construction II	3
SEMESTER TOTAL	6		SEMESTER TOTAL	6
Milestones			Milestones	
TERM 3 - Summer				
Course	Credits			
CS 6253 – Web Technologies III	3			
CS 6261 – Sys & Network Admin	3			
SEMESTER TOTAL	6			
Milestones				
YEAR 2				
TERM 1 – Fall			TERM 2 - Spring	
Course	Credits		Course	Credits
CS 5275 – Found. of Machine Learning	3		CS 6232 – Database II	3
CS 6231 – Database I	3		CS 6242 – Software Development II	3
CS 6241 – Software Development I	3		CS Elective	3
SEMESTER TOTAL	9			9

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 Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year Program Map MS of Applied Computer Science Data Science Track (those without a CS undergrad degree)			
YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits

CS 5251 – Web Technologies I	3		CS 5275 – Found. of Machine Learning	3
CS 5311 – Program Construction I	3		CS 6252 – Web Technologies II	3
			CS 6312 – Program Construction II	3
SEMESTER TOTAL	6		SEMESTER TOTAL	9
Milestones			**Milestones**	
TERM 3 - Summer				
Course	**Credits**			
CS 6261 – Sys & Network Admin	3			
SEMESTER TOTAL	3			
Milestones				
YEAR 2				
TERM 1 – Fall			**TERM 2 - Spring**	
Course	**Credits**		**Course**	**Credits**
CS 6231 – Database I	3		CS 6800 – Data Analytics	3
CS 6241 – Software Development I	3		CS 6810 – Intell. & Analytic Tools	3
CS 6820 – Generative AI for Data Sci.	3		CS Elective	3
SEMESTER TOTAL	9			9

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Academic Year

Program Map

MS of Applied Computer Science

Cyber Intelligence Track

(those without a CS undergrad degree)

YEAR 1			
TERM 1 - Fall		**TERM 2 - Spring**	
Course	**Credits**	**Course**	**Credits**
CS 5251 – Web Technologies I	3	CS 5275 – Found. of Machine Learning	3
CS 5311 – Program Construction I	3	CS 6252 – Web Technologies II	3
		CS 6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9

YEAR 2				
TERM 1 – Fall			**TERM 2 - Spring**	
Course	**Credits**		**Course**	**Credits**
CS 6231 – Database I	3		CS 5500 – Cybersecurity	3
CS 6250 – AI for Security	3		CS 6241 – Software Development I	3
CS 6271 – Adv Networking	3		CS Elective	3
SEMESTER TOTAL	9			9
Milestones				
TERM 3 - Summer				
Course	**Credits**			
CS 6261 – Sys & Network Admin	3			
SEMESTER TOTAL	3			
Milestones			**Milestones**	

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

APPENDIX D:

CS 5251 – Web Technologies I

Credit Hours – 3

Description

An introduction to the design, development, and implementation of websites using client-side technologies. Students are expected to develop a dynamic website using current industry best practices for client-side development.

Prerequisite:

None

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

- Implement a website using HTML5. HTML5 is the latest standard of HTML (Hypertext Markup Language). HTML is used to structure the content of a website.
- Use CSS (Cascading Style Sheets) to format a web site giving it an appealing and cohesive feel and look.
- Apply the scripting language JavaScript to make a website more dynamic. We will focus on client-side scripting. A client-side script is executed by the user's web browser rather than the web server.
- Employ a front-end toolkit to improve the user experience.
- Use virtual collaboration tools to communicate effectively technical content.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment Percentage of Overall Grade

Activities 10%
Quizzes 10%
Homeworks 10%
Projects 30%
Exams 40%

There will be no opportunity to make-up missed work or earn extra credit.
The final grade will be determined based on the following scale:

Letter Grade Rubric Points Earned

A 90-100%
B 80-89.9%
C 70-79.9%
F 0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and

activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture.

Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message). Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship/creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social,

physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI
coursework and degree programs:
(A) Connect with professors, staff, coaches, etc. who care about you as a person:

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

(B) Participate in experiential learning opportunities:

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

Institutional Policies
Please visit the following site for a review of University Policies that apply to all courses:
https://www.westga.edu/UWGSyllabusPolicies/

APPENDIX E:

CS 5275 – Foundations of Machine Learning

Credit Hours – 3

Description

Introduction to the foundational concepts and techniques of machine learning, focusing on hands on applications of machine learning algorithms in solving real-world problems, concurrently addressing the field's theoretical aspects and ethical implications.

Prerequisite:

Permission of department

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

- Understand the core principles of supervised, unsupervised, and reinforcement learning. ● Gain proficiency in data preprocessing, feature engineering, and model selection to optimize machine learning workflows.
- Evaluate the predictive capabilities of various models using appropriate metrics. ● Recognize the ethical implications and responsibilities of deploying machine learning models, such as bias, fairness, and privacy concerns.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%

C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

College/School Policies

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

(B) Participate in experiential learning opportunities:

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

Institutional Policies

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courses: https://www.westga.edu/UWGSyllabusPolicies/

APPENDIX F:

CS 5311 – Program Construction I

Credit Hours – 3

Description

An introduction to object-oriented design and programming using fundamental software engineering principles and concepts. Students are expected to develop an object-oriented application using current industry best practices for program development.

Prerequisite:

None

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer

- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

- Explain what a programming language is and how a program is developed and executed ● Test and debug small (2 – 4 classes) object-oriented programs

- Write simple object-oriented programs that use the following programming constructs: ○ Data members and methods
  - Other class objects
  - Decision statements
  - Repetition statements
  - Lists and collections

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned

A	90-100%
B	80-89.9%
C	70-79.9%

F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.

- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture.

Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

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3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

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APPENDIX G.

CS 5500 – Cybersecurity

Credit Hours – 3

Description

This course offers an overview of computer and network security. It includes components of current computing systems, addressing various security vulnerabilities, threats, and best practices. The curriculum also contains network security measures, including cyber defense tools and techniques to protect computer networks against potential cyber threats.

Prerequisite:

Permission of department

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

SNAP! - https://snap.berkeley.edu/

CS Unplugged - https://csunplugged.org/en/

Outcomes

Students will be able to learn the following security issues and solution concepts from this course.

- Understand the fundamentals of Cybersecurity
- Apply theory, practice, and applications of security.
- Identify and analyze the current cyber threat landscape.
- Analyze security features using various tools

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%

C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

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APPENDIX H:

CS 6250 – Artificial Intelligence for Security

Credit Hours – 3

Description

This course offers an overview of AI-driven security incorporating artificial intelligence techniques and technologies to enhance and automate cybersecurity measures in an increasingly dynamic and complex digital landscape. It includes defense mechanisms against evolving cyber threats by leveraging learning algorithms. It also presents the power of artificial intelligence, machine learning, and other advanced technologies to proactively identify, analyze, and mitigate real-world cyber threats.

Prerequisite:

CS 6261

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

Students will be able to learn the following AI-driven security concerns and solution concepts from this course.

· Define the role and importance of artificial intelligence in Cyberdefense.
· Analyze state-of-the-art applications of AI in Cybersecurity.
· Understand the role of historical data and trends in security modeling.
· Investigate strategies for keeping AI models updated and adaptive to new threats.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned

A	90-100%

B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.

- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
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3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

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APPENDIX I:

CS 6253 – Web Technologies III

Credit Hours – 3

Description

A continuation of CS 6252: design, development, and implementation of websites using client- and server-side technologies. Students are expected to develop a dynamic website using current industry best practices for client- and server-side development.

Prerequisite:

CS 6262, or permission of department

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
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Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following:

- Develop an attractive, website using current technologies
- Implement back-end functionality, including database interactions
- Build web development solutions for real world problems

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
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C	70-79.9%
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Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

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Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

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- There will be no dropped lab exercise or project grades.

- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
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CONTENT

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There are three primary modes of communication available to you for this course.

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APPENDIX J:

CS 6271 – Advanced Networking

Credit Hours – 3

Description

This course provides an in-depth understanding of computer networks. It includes wired and wireless networking and explores protocols and algorithms for efficient network services. The curriculum also contains the theory and practices used in computer networks that enable seamless communication, resource sharing, and collaboration among connected devices.

Prerequisite:

CS5311 or permission of department

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

Students will be able to learn the following networking concepts from this course.

- Define and explain the fundamental components of computer networks.
- Understand the layers and functionalities of the network models.
- Identify and apply standard networking protocols and algorithms.
- Investigate network design and control issues.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.

- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

College/School Policies

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

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

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

(B) Participate in experiential learning opportunities:

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

Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:
https://www.westga.edu/UWGSyllabusPolicies/

APPENDIX K:

CS 6800 – Data Analytics

Credit Hours – 3

Description

This course dives into the world of data analytics, focusing on techniques and tools used to analyze, interpret, and visualize data in meaningful ways. It emphasizes statistical analysis, information retrieval, and effective communication of insights derived from data.

Prerequisite:

CS5275

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Textbook:

Storytelling with Data: A Data Visualization Guide for Business Professionals, Knaflic, 2015,
978- 1119002253
https://www.amazon.com/Storytelling-Data-Visualization-Business-Professionals/dp/1119002257

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

· Use statistical methods to uncover patterns within data.

· Gain familiarity with data analytics software for data manipulation, analysis, and visualization. · Effectively communicate data-driven insights through storytelling and visual representation techniques.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

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courses: https://www.westga.edu/UWGSyllabusPolicies/

APPENDIX L:

CS 6810 – Intelligence and Analytics Tools

Credit Hours – 3

Description

This course explores intelligence and analytics tools for various domains, with an emphasis on practical case studies.

Prerequisite:

CS5275

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Textbook

Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking, Provost and Fawcett, 2013, 978-1449361327
https://www.amazon.com/Data-Science-Business-Data-Analytic-Thinking/dp/1449361323

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

· Develop the ability to approach real-world problems analytically.
· Apply computational methods and derive data-driven solutions.
· Build models to forecast trends and help make informed business decisions.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or
activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

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courses: https://www.westga.edu/UWGSyllabusPolicies/

APPENDIX M:

CS 6820 – Generative AI for Data Scientists

Credit Hours – 3

Description

This course surveys recent groundbreaking techniques in generative AI (e.g., generative adversarial networks, variational autoencoders, transformer models, etc.) and strategies for utilizing natural language in prompt engineering to support data scientists.

Prerequisite:

CS5275

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Textbook:

Generative Deep Learning, Foster, 2023, 978-1098134181
https://www.oreilly.com/library/view/generative-deep-learning/9781098134174/

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following.

· Learn about the fundamental concepts and architectures of generative models. · Implement and train small-scale generative models using open-source frameworks, focusing on generating high-quality synthetic data.

· Explore practical applications of generative AI in data augmentation, anomaly detection, and creative content generation.

· Discuss the ethical implications of generative AI, issues related to data privacy, model misuse, and the impact of synthetic content generation on society.

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your

goals; *(B) Participate in experiential learning opportunities:*

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

Institutional Policies

Please visit the following site for a review of University Policies th

APPENDIX N:

CS 6983 – Directed Research

Credit Hours: 1-3

Description

Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 6 hours credit. Departmental consent is required for use of this credit toward a degree in computer science.

Prerequisite:

Permission of department

Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

Materials

You will need access to the following resources for this course.

Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - https://snap.berkeley.edu/
- CS Unplugged - https://csunplugged.org/en/

Outcomes

By the end of this class you will be able to do the following:

- Work with faculty on an independent research project

Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

Course Policies and Resources

The following policies and resources will be in place for this course.

Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
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(B) Participate in experiential learning opportunities:

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

Institutional Policies

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APPENDIX O:

M.Ed. In Higher Education Administration Redesign Proposal

To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37 students). In what follows, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.

Strategy

The approach for the program revision is to address affordability, and pathways for professional and academic success. To do so, the first action was changing the name of the program from the M.Ed. in College Student Affairs to the M.Ed. in Higher Education Administration. The name change clearly reflects the goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

To ensure the program is marketable, affordability remains a key concern for consumers of graduate education programs. The current program entails a 42-credit hour, in-person curriculum. Competitor programs across the state operate at 30-36 credit hours, (see Georgia Southern University, Georgia State University, University of Georgia). This curriculum redesign proposes a 30-credit hour fully online M.Ed. in Higher Education Administration. By accelerating the program, candidates will accrue a cost savings of roughly $1,500 due to a reduced fee structure. The current program's total cost is slightly above $14,000, while the proposed online program will cost a student roughly $9,500 and target a broad national and international market of working professionals and recent graduates entering the workforce.

Along with marketability and financial sustainability, efficiency and academic rigor remain vital to the success of a program. By reducing the program by 12 hours, the faculty eliminated all courses that did not directly align with the goals and purpose of the degree and replaced them with courses with more contemporary topics and objectives. For instance, counseling courses may be critical for a student affairs program; however, 9 credit hours of counseling courses lacks relevance for a comprehensive higher education degree, as compared to additional content knowledge in 1) budgeting in finance, 2) law and ethics, 3) NIL objectives, and 4) organizational governance. Additionally, through the reduction in course hours and acceleration of the program, students are able to complete the degree in one academic year (Fall, Spring, Summer).

Revised Program Description

University of West Georgia's Master of Education in Higher Education Administration provides a comprehensive education to those wishing to understand the complexities

present in higher education and develop skills to advance in the field. Students will gain knowledge from esteemed scholars and practitioners across various disciplines, such as law, finance, and governance, in addition to the foundational areas, such as social theory and higher education administration. The program will introduce students to multiple disciplines allowing them to make positive contributions in the field. Upon completing the degree, students will be an effective practitioner and equipped to pursue a wide range of roles within higher education. The program is offered fully online.

Program Map: Higher Education Administration - Online
Master of Education (M.Ed)
Catalog Year: 2024-2025

The aim of the example course plan below is to provide the structure of the **online** program. The specific courses outlined under each term may vary based on semester/term offerings.

PREFIX	NUMBER	COURSE TITLE	CREDIT HOURS	MIN GRADE	MILESTONES
FALL 2024 (SEMESTER ONE): 12 CREDIT HOURS					
HEDA	6170	Student Affairs in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6172	Social Theory in Higher Education	3	C	
HEDA	6178	Students in American Higher Education	3	C	
HEDA	6174	Higher Education Administration	3	C	
SPRING 2025 (SEMESTER TWO): 12 CREDIT HOURS					
HEDA	6177	Applied Research and Assessment in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6176	Law and Higher Education	3	C	
HEDA	6175	Economics and Finance in Higher Education	3	C	
HEDA	7145	Diversity in Higher Education	3	C	
SUMMER 2024 (SEMESTER THREE): 6 CREDIT HOURS					
HEDA	7180	Organization and Governance in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program. -Successful completion of Capstone required to graduate.
HEDA	6179	Capstone: Investigative Study in Higher Education	3	C	

TOTAL REQUIRED HOURS	**30**	Graduation requirement: Complete all courses and successfully pass Capstone; Required to earn C or higher.

Note. Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.

The table above provides all core curriculum changes for the Revised M.Ed. in CSA. The core curriculum consists of a total of ten unique courses at three credit hours each. All courses have a new prefix of HEDA, with a majority of courses undergoing a name change and revisions of course content and student learning outcomes. The only course that will not undergo a name change is the Higher Education Administration course. As stated earlier, all counseling courses were removed, and three new courses were created to provide a comprehensive education. These courses focus on finance, law and ethics, and diversity in higher education and are HEDA 6176, HEDA 6175, and HEDA 7145, respectively. The culminating project will be an investigative study in higher education which was formerly a capstone course.

Revised Program Outcomes

- Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.
- Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities.
- Candidates will demonstrate an ability to apply social theories essential to the higher education setting.
- Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.
- Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission
  Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner.
- Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.
- Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Admissions

Below are the admission requirements for the ***Online M.Ed. in Higher Education Administration:***

- Official Transcripts from previous institutions you have attended.
- Minimum cumulative GPA: 2.75 (3.0 GPA recommended)
- Personal Statement/Statement of Interest
- (2) Letters of Recommendation, (electronic link w/ ratings in graduate app)
- Resume

Program Delivery Modalities:
The Online M.Ed. in Higher Education Administration will be 100% online (asynchronous).

APPENDIX -O1:

Program Map: Higher Education Administration - Online
Master of Education (M.Ed)
Bulletin Year: 2024-2025

The aim of the example course plan below is to provide the structure of the online program. The specific courses outlined under each term may vary based on semester/term offerings.

PREFIX	NUMBER	COURSE TITLE	CREDIT HOURS	MIN GRADE	MILESTONES
FALL 2024 (SEMESTER ONE): 12 CREDIT HOURS					
HEDA	6170	Student Affairs in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6172	Social Theory in Higher Education	3	C	
HEDA	6178	Students in American Higher Education	3	C	
HEDA	6174	Higher Education Administration	3	C	
SPRING 2025 (SEMESTER TWO): 12 CREDIT HOURS					
HEDA	6177	Applied Research and Assessment in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6176	Law and Higher Education	3	C	
HEDA	6175	Economics and Finance in Higher Education	3	C	
HEDA	7145	Diversity in Higher Education	3	C	
SUMMER 2024 (SEMESTER THREE): 6 CREDIT HOURS					
HEDA	7180	Organization and Governance in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program. -Successful completion of Capstone required to graduate.
HEDA	6179	Capstone: Investigative Study in Higher Education	3	C	
TOTAL REQUIRED HOURS			**30**	Graduation requirement: Complete all courses and successfully pass Capstone; Required to earn C or higher.	

*Internships

Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.

APPENDIX O2:

COLLEGE OF EDUCATION

HEDA 6170-Student Affairs in Higher Education

Course Information

Course Description

This course offers a holistic exploration of the dynamic field of student affairs, emphasizing its pivotal role within the intricate landscape of American higher education. Through a nuanced examination of philosophical, historical, and theoretical foundations, students will gain profound insights into the multifaceted dimensions of the profession. This course seeks to cultivate a comprehensive understanding that prepares students for meaningful engagement in the field by delving into the cultural and organizational contexts of student affairs work.

Credit Hours: 3

Prerequisites: None

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of the social dimensions within higher education. As a result of students successfully completing this course, they will be able to:

1) Recognize and articulate the philosophical and theoretical underpinnings of student affairs which contextualize contemporary practices

2) Outline and critically analyze factors impacting effective student affairs practice

3) List and critically evaluate contemporary issues impacting student affairs

4) Demonstrate the ability to navigate various functional areas within student affairs

5) Recognize and articulate the importance of fostering an inclusive perspective within the profession

6) Identify the connection of foundational knowledge gained for subsequent study, practitioner skills development, and research strategy

COLLEGE OF EDUCATION

HEDA 6172- Social Theory in Higher Education

Course Information

Course Description

Social Theory in Higher Education delves into the intricate intersections of social, cultural, economic, and political factors, unveiling their profound influence on the dynamics of higher education institutions. Through an exploration of various social theories, this course equips students with analytical tools to critically examine and contribute to the evolving landscape of higher education.

Credit Hours: 3

Prerequisites: None

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

1) Recognize and articulate how key social theories influence institutional development and policy.

2) Critically examine topics such as social stratification, access, equity, and social mobility through various social theories to demonstrate application of theory to higher education studies.

3) Identify and connect critical theory components to understand various social justice issues, power, and privilege within the higher education landscape.

4) Explain how economic, political, and cultural globalization processes shape the structure and function of institutions globally.

5) Identify social, political, and economic forces that shape policy and be able to explain the implications for institutions and students.

6) Recognize the role of culture in shaping academic disciplines, campus culture, and the experiences of diverse student populations by identifying components of cultural theory at play.

7) Explain how gender roles, stereotypes, and power dynamics influence the experiences of students, faculty, and administrators to illustrate an understanding of gender intersectionality.

COLLEGE OF EDUCATION

HEDA 6178- Students in American Higher Education

Course Information

Course Description

This graduate-level course comprehensively explores the experiences, challenges, and diversity within student populations in American higher education. Aligned with ACPA/NASPA Professional Competencies, it equips students with essential knowledge and skills for understanding and actively supporting student success in the dynamic landscape of American higher education. Students will gain a comprehensive understanding of the diverse experiences and needs of student populations, empowering them to actively support student success in American higher education.

Credit Hours: 3

Prerequisites: None

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

This graduate-level course is structured to align with ACPA/NASPA Professional Competencies, ensuring students develop a robust foundation beyond theoretical knowledge. By engaging with this course, students will achieve specific learning outcomes:

1) Outline various ways diversity impacts student experience and success in higher education.
2) Recognize and articulate the unique challenges faced by underrepresented students.
3) Formulate strategies for creating inclusive and equitable learning environments, emphasizing practical approaches to address diverse student needs.
4) Identify and apply appropriate student development theories to understand and support diverse student populations.
5) Outline implications of student development theories emphasizing practical application.
6) Recognize and Identify characteristics of effective programs for first year student retention and success.
7) Identify and analyze the various functions of student affairs departments and develop strategies for addressing diverse student needs, linking student services to overall institutional success.
8) Identify key factors contributing to student retention and success, developing strategies for institutional success.
9) Develop assessment plans to evaluate student learning outcomes and use data for continuous improvement in higher education.

COLLEGE OF EDUCATION

HEDA 6174- Higher Education Administration

Course Information

Course Description

Embark on a transformative journey in higher education administration with this innovative course. Designed for aspiring leaders, HEDA 6174 blends strategic thinking, technological integration, and global perspectives to equip you with the skills needed in today's dynamic academic landscape.

Credit Hours: 3

Prerequisites: None

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

1) Demonstrate a comprehensive understanding of contemporary leadership theories and practical application in higher education contexts.

2) Demonstrate proficiency in utilizing data analytics tools, interpreting data effectively, and applying findings to inform strategic decision-making.

3) Apply design thinking principles to develop innovative solutions for creating inclusive, sustainable, and technology-enhanced campus environments.

4) Identify trends and challenges in the higher education administration landscape.

5) Demonstrate an entrepreneurial mindset by pitching a viable entrepreneurial initiative for institutional advancement and evaluating its impact on institutional success and advancement.

6) Identify contemporary leadership theories and apply them in higher education contexts. Develop adaptive decision-making skills through simulations and case studies.

COLLEGE OF EDUCATION

HEDA 6176- Law and Higher Education

Course Information

Course Description

This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

Credit Hours: 3

Prerequisites: HEDA 6174 & HEDA 6178

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Articulate the fundamental legal principles that underpin the functioning and leadership of colleges and universities, emphasizing their practical application in professional contexts.
2) Utilize analytical tools to assess situations and identify potential legal issues, fostering a proactive and informed approach to legal challenges within higher education.
3) Integrate legal principles into the policy development process, emphasizing the importance of aligning institutional policies with legal requirements.
4) Explain the core tenets of personal and organizational risk and liability, fostering an understanding of how these factors impact one's professional responsibilities and decision-making.
5) Clarify the distinctions between public and private higher education legal frameworks, elucidating their implications for students, faculty, and staff across both institutional types.
6) Articulate evolving legal theories shaping the student–institution relationship, providing insights into their practical implications for professional practice within higher education.
7) Describe the influence of national constitutions and laws on the rights of students, faculty, and staff within public and private college campuses.

COLLEGE OF EDUCATION

HEDA 6176- Law and Higher Education

Course Information

Course Description

This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

Credit Hours: 3

Prerequisites: HEDA 6174 & HEDA 6178

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Articulate the fundamental legal principles that underpin the functioning and leadership of colleges and universities, emphasizing their practical application in professional contexts.
2) Utilize analytical tools to assess situations and identify potential legal issues, fostering a proactive and informed approach to legal challenges within higher education.
3) Integrate legal principles into the policy development process, emphasizing the importance of aligning institutional policies with legal requirements.
4) Explain the core tenets of personal and organizational risk and liability, fostering an understanding of how these factors impact one's professional responsibilities and decision-making.
5) Clarify the distinctions between public and private higher education legal frameworks, elucidating their implications for students, faculty, and staff across both institutional types.
6) Articulate evolving legal theories shaping the student–institution relationship, providing insights into their practical implications for professional practice within higher education.
7) Describe the influence of national constitutions and laws on the rights of students, faculty, and staff within public and private college campuses.

COLLEGE OF EDUCATION

HEDA 6175- Economics and Finance in Higher Education

Course Information

Course Description

Explore the economic principles and financial practices shaping American colleges and universities in HEDA 6175. This course offers a thorough examination of the financial landscape within higher education. Students gain insights into the economic forces driving the higher education sector by blending theory with practical applications. This course equips students with a comprehensive understanding of higher education's economic and financial intricacies. This objective guides learners in exploring theoretical foundations and practical applications, fostering skills and insights crucial for effective decision-making and leadership in the dynamic landscape of higher education.

Credit Hours: 3

Prerequisites: HEDA 6174 & HEDA 6178

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Outline ways economic principles influence higher education.
2) Apply fundamental financial practices relevant to higher education institutions.
3) Critically analyze, interpret, and apply pertinent information from higher education literature.
4) Solve practice-based issues using appropriate tools, methods, and approaches.
5) Recognize and develop leadership skills applicable to diverse settings within higher education.
6) Adapt to legal and political contexts to make informed and legally appropriate decisions.
7) Design, implement, and evaluate practices aligned with higher education's dynamic financial and economic realities.
8) Understand and outline ways to manage organizational improvement within higher education institutions.
9) Recognize and Adhere to institutional, state, and national governance models relevant to higher education.
10) Develop the capability to work effectively with and within diverse groups in the higher education environment.
11) Acquire the skills to evaluate and interpret differing philosophical perspectives within higher education.
12) Display a forum where individuals can discuss and appreciate diverse viewpoints within higher education.

COLLEGE OF EDUCATION

HEDA 7145- Diversity in Higher Education

Course Information

Course Description

HEDA 7145 empowers students with actionable insights and skills in diversity leadership within the higher education environment. This course strategically blends theory and practice, guiding learners to develop a nuanced understanding of their leadership potential and cultivate advocacy proficiency in the dynamic landscape of higher education. HEDA 7145 focuses on personal leadership development and the cultivation of values, knowledge, and skills essential for effective advocacy and collaboration in higher education, this course places special emphasis on honing skills in planning, organizing, coordinating, and delivering programs that drive systematic change. Students engage in using data to identify needs, dismantle barriers, and mobilize resources, ultimately aiming to instigate transformative change within higher education.

Credit Hours: 3

Prerequisites: HEDA 6174 & HEDA 6178

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Demonstrate applicable knowledge of leadership strategies designed to enhance communities and the learning environment in higher education (ACPA/NASPA Competencies – LEAD; SC E.3, O.1, O.2).
2) Demonstrate knowledge of the qualities of effective leaders from various perspectives, distinguishing effective from non-effective leaders (ACPA/NASPA Competencies – LEAD; CACREP II.G.7.d,e; SC O.1, O.4).
3) Identify and apply successful strategies and approaches for student/professional advocacy in public policy and matters of quality and accessibility. This includes the role of the professional counselor/student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competences – VPH, LEAD; CACREP II.G.1.h, III.G.2.c., III.G.2.d., III.G.2.e.; III.G.2.f., CMHCE.4, SC E.1).
4) Articulate principles of advocacy actions and leadership necessary to address institutional and social barriers that impede access, equity, and success in communities, students, and effective counseling and student affairs programs (ACPA/NASPA Competencies - LEAD; CACREP III.G.1.i, SCE.2).

COLLEGE OF EDUCATION

HEDA 7180 – Organization and Governance in Higher Education

Course Information

Course Description

This course provides a comprehensive understanding of the intricate fabric that defines and guides institutions of higher learning. This course aims to provide students with actionable insights and practical skills, fostering a nuanced understanding of organizational theories, governance structures, and leadership dynamics. By the course's end, participants will be equipped to navigate and contribute effectively within the complex landscape of American higher education.

Credit Hours: 3

Prerequisites: HEDA 6175 & HEDA 6176

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Identify and Describe organizational theories and models at different levels within higher education.
2) Explain diverse state and institutional governance processes to illustrate proficiency in navigating higher education governance.
3) Articulate how governance structures operate within state higher education systems.
4) Identify the foundational organizational structures utilized by colleges for instruction and services.
5) Identify and comprehend the varied roles and responsibilities of leaders within educational institutions.
6) Recognize and analyze the multifaceted issues and challenges leaders confront in the higher education landscape.
7) Actively engage with the course content through stimulating projects and dynamic in-class discussions.
8) Apply acquired theoretical knowledge to practical scenarios, culminating in a final paper demonstrating real-world application.

COLLEGE OF EDUCATION

HEDA 6179 – Capstone: Investigative Study in Higher Education

Course Information

Course Description

During the capstone course, students will be working on a project to illustrate mastery on a topic they have identified to investigate further within the field of higher education. Students will apply the knowledge and skills they have gained through coursework and their internship to present their work at the end of the program.

Credit Hours: 3

Prerequisites: HEDA 6175 & HEDA 6176

Delivery Method: Hybrid or Entirely Online

Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

1) Integrate and synthesize knowledge gained throughout coursework into a final project.
2) Reflect on learning and professional development.
3) Apply higher education principles and theory to inform their final project.
4) Synthesize various solutions to an identified higher education issue/topic.
5) Integrate internship experience to illustrate the importance of chosen topics.
6) Present culminating project to illustrate mastery of presentation skills.

APPENDIX O3:

A1C1 ▾ fx Master of Education (MED)

	A	B	C	D	E	F	G	H
1	Master of Education (MED)							
2	Higher Education Administration							
3	Student Learning Outcome	Strategic Plan	Measure/Method	Success Criterion	AR2A (Fall)	AR2S	AR3S	Interpretation &
4	Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.	2.D	Higher Education Administration (HEDA 6174): This course-embedded key assessment will be	HEDA 6174-Students will score	100%	Met	Not Scored	
5	Candidates will demonstrate sufficient knowledge of the impact of student characteristics and ecological environment on student learning and learning opportunities	2.D	Students in American Higher Education (HEDA 6170): This course-embedded key assessment	Students will score on average	100%	100%	Not Scored	
6			Student Affairs in Higher Education (HEDA 6170): This course-embedded key assessment will	Students will score on average	100%	Met	Not Scored	
7	Candidates will demonstrate an ability to apply student theories essential to the higher education setting	2.D	Social Theory in Higher Education (HEDA 6172): This course-embedded key assessment will be	Students will score on average	100%	Met	Not Scored	
8			Student Affairs in Higher Education (HEDA 6170): This course-embedded key assessment will be submitted via Canvas/Exam and will be directly related to the respective SLO. The assignment will require students to demonstrate the knowledge, skills, and attitudes required of an effective student affairs leader. The assignment will be structured as a written report, during the fall semester, which is scored on a 4-point Likert scale of "Unacceptable, developing, proficient, and exceptional." Scoring will be done by the faculty member who teaches the course. Scores will be calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance during through Canvas/Exam.	Students will score on average of 3 on their overall key assessment evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.	100% (HEDA 6170)	Met	Not Scored	
9	Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader	2.D						
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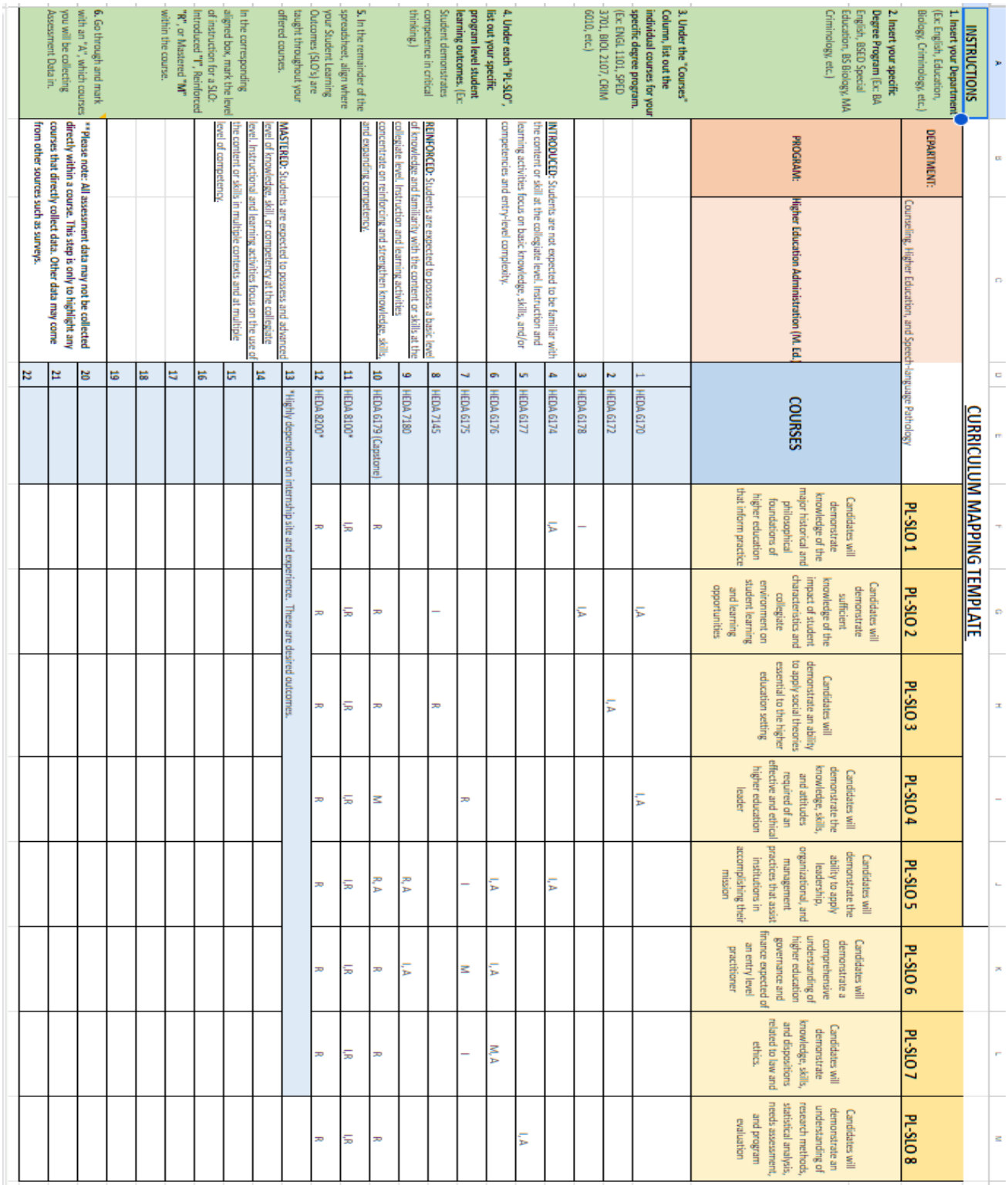
APPENDIX O4:



CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS	DEPARTMENT:	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
1. Insert your Department. (Ex: English, Education, Biology, Criminology, etc.)	Counseling, Higher Education, and Speech-Language Pathology		Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice	Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities	Candidates will demonstrate an ability to apply social theories essential to the higher education setting	Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader	Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission	Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner	Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.	Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	**PROGRAM:** Higher Education Administration (M. Ed.)									
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.)		1 HEDA 6170		I,A		I, A				
		2 HEDA 6172			I, A					
		3 HEDA 6178	I	I,A						
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		4 HEDA 6174	I,A				I, A			
		5 HEDA 6177								I, A
		6 HEDA 6176					I, A	I, A	M, A	
		7 HEDA 6175				R	I	M	I	
		8 HEDA 7145		I	R					
		9 HEDA 7180					R, A	I, A		
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.		10 HEDA 6179 (Capstone)	R	R	R	M	R, A	R	R	R
		11 HEDA 8100*	I,R	I,R	I,R	I,R	I,R	I,R	I,R	I,R
		12 HEDA 8200*	R	R	R	R	R	R	R	R
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.		13 *Highly dependent on internship site and experience. These are desired outcomes.								
		14								
		15								
		16								
		17								
		18								
		19								
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		20								
		21								
		22								

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.

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.

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.

***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.**

APPENDIX P:

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

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

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

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

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

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

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

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT: Counseling, Higher Education, and Speech-Language Patholog

PROGRAM: Speech-Language Pathology

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**

	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Demonstrate knowledge of professional practices and issues within speech-language pathology.	Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	understanding speech and language development, distinguishing between typical and atypical development across the lifespan.	
1	SLPA 5701	I, A	I	I	I	
2	SLPA 5702	R			R, A	
3	SLPA 5703	R		R	R	
4	SLPA 5704	R		R, A	R	
5	SLPA 5705	R		R		
6	SLPA 5706	R		R	R	
7	SLPA 5707	M	M, A	M	M	
8	SLPA 5792	M	M	M	M	
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APPENDIX P1:

Academic Year 2024-2025
Program Map
Post-Baccalaureate Certificate in Speech-Language Pathology

YEAR 1

Summer 1 Course	Credits	Fall 1 Course	Credits
SLPA 5701 Introduction to Communication Disorders	3	SLPA 5702 Speech & Language Acquisition and Disorders	3
		SLPA 5703 Phonetics	3
		SLPA 5704 Anatomy & Physiology of Speech & Hearing	3
SEMESTER TOTAL	3	SEMESTER TOTAL	9
Milestones		**Milestones**	
• If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication sciences-and-disorders-specific university requirements.		• If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication sciences-and-disorders-specific university requirements.	

Course Spring 1	Credits	Course Fall 2	
SLPA 5705 Speech and Hearing Science	2	SLPA 5792 Internship in Speech-Language Pathology (optional)	
SLPA 5706 Introduction to Audiology	2		
SLPA 5707 Introduction to Neurological Disorders	2		
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		**Milestones**	
Standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non communication-sciences-and-disorders-specific university requirements must be completed prior to this semester.		This optional internship fulfills th requirement for students to app certification as a speech langua in Georgia schools.	

Course Fall 2	Credits
SLPA 5792 Internship in Speech-Language Pathology (optional)	8
SEMESTER TOTAL	8
Milestones	
This optional internship fulfills the requirement for students to apply for certification as a speech language associate in Georgia schools.	

The Post Baccalaureate Certificate Program in Speech Language Pathology is designed to prepare individuals to receive the necessary background information and prerequisite coursework to apply to graduate programs in speech language pathology.

Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech Language Pathology Program. Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

APPENDIX P2:

A	B	C	D	E	F	G	H	I
Post-baccalaureate Certificate								
Speech-Language Pathology								
Student Learning Outcome	**Strategic Plan Connection**	**Measure/Method**	**Success Criterion**	**AY18**	**AY19**	**AY20**	**Interpretation & Use of Results**	**Improvement Plan**
1. Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Relevance	Student will complete a key assessment in which they will be required to completed a simulated case study in SLPA 5701	Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in time in their CSD education.					
2. Demonstrate knowledge of professional practices and issues within speech-language pathology.	Relevance	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including professional practices and issues.	Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					
3. Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	Competitiveness	Students will complete a key assessment assignment in SLPA 5704 in which they demonstrate their understanding of the different anatomical and physiological sytems and their functions as they relate to speech-language production, swallowing and hearing skills.	Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in time in their CSD education.					
4. Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the life span.	Competitiveness	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including speech and language development across the lifespan.	Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					

APPENDIX Q:

UNIVERSITY OF WEST GEORGIA

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Internship in Speech Language Pathology

SLPA-5792

Spring 2025 Section 01 6 Credits

Description

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech language pathology.

Contact Information

Meeting Times

Materials

Outcomes

The student will:

1. *Acquire direct clinical experience while providing intervention and screenings under the supervision of a certified speech-language pathologist, in either small group, individual, or inclusion settings (ASHA Standard V-C, V-E, V-F)*
2. *Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (ASHA Standard IV-F, V-B)*
3. *Document the progress of clients using quantitative and/or qualitative data. (ASHA Standard V-B)*
4. *Demonstrate ability to apply current evidence-based principles and techniques to clinical practice. (ASHA Standard V-B, IV-F)*
5. *Recognize the needs, values, preferred mode of communication, and cultural/ linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (ASHA Standard V-B, IV-C, IV-G).*
6. *Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (ASHA Standard V-A, V-B).*
7. *Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics. (ASHA Standard V–B, IV-E).*

Evaluation

Criteria

Breakdown

Students will be graded on a pass/fail basis and will receive a grade of "Satisfactory" or "Unsatisfactory."

Assignments

Schedule

Course Policies and Resources

College/School Policies

College of Education Vision

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

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus:Teaching,

Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Academic Support

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

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

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

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

Online Course Content

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

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

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

Honor Code

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

> Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.
>
> I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.
>
> For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

student's responsibility to check their email.

Mental Health Support

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

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

ELL Resources

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Additional Items

UNIVERSITY of West Georgia

Main Campus · University College · Civic Engagement and Public Service

GIS, Planning, and Public Service

POLS-5002

Description

The course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

Materials

All Course material and reading will be available from the UWG Library

Outcomes

Upon completing this course, you will be able to:

1. Discuss the history of GIS, and how it has evolved into the technology, we use today.
2. Explain and interpret how GIS is used in real-world spatial analysis.
3. Recognize and explain the two models for representing spatial data: vector and raster.
4. Identify many applications of geospatial technology in the public sector.
5. Apply GIS knowledge and skills to solve real-world problems in planning issues in public service for policy and procedures in local agencies and government

Assignments

Course Assessments:

Quizzes (3)
Assignments (8)
Final Project (1)

Final Project

You will be required to complete a GIS and Planning report related to a topic in public safety or public service. This report will include your application of planning theory, use of GIS data with the proper analytical method using ArcGIS, with a final map where you write about what you have found and conclude for the proper agency. Specifically, students will identify an agency or local government entity that a planning an issue or case that needs review at the spatial level. Students will then apply a planning theory and use GIS data to map their findings as they relate to the area of interest. The student will then report their findings and recommendations for change, implementation of policy or procedures, and next steps in the planning process for spatial development to the public safety agency or local government entity. Students must include all spatial data analyses and maps within their project. You will find more information concerning this paper and how to complete it in the course den, along with the grading rubric.

Schedule

TENTATIVE CLASS SCHEDULE			
Week #	**Date**	**Readings and Class Topics**	**Assignments Due**
1	XX -XX	Introduction to Course	
2	XX -XX	Introduction to GIS	Quiz 1
3	XX -XX	History of GIS Application in Urban and Regional Planning	Quiz 2
4	XX -XX	GIS Application in Public Safety	Assignment 1
5	XX -XX	GIS Application in Local government and Public Service	Assignment 2
6	XX -XX	ArcGIS Pro Data and Map Basic	Quiz 3
7	XX -XX	Making and Sharing Maps	Final Project Topic Due

Appendix R

		Making selections	
8	XX -XX	Exploring Geospatial relationships	Assignment 3
9	XX -XX	Map Projections	Assignment 4
10	XX -XX		Draft Part 1 of Final Project Due
11	XX -XX	Geoprocessing	Assignment 5
12	XX -XX	Creating and Editing Spatial Data and Geocoding	Assignment 6
13	XX -XX	Introduction to Raster Data and Analysis	Assignment 7
14	XX -XX	Determining Suitability	Assignment 8
15	XX -XX		Work on Final Project
16	XX -XX		Final Project Due

UNIVERSITY of West Georgia

Main Campus · University College · Civic Engagement and Public Service

GIS, Planning, and Public Service

CRIM-5002

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Assignments

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Quizzes (3)
Assignments (8)
Final Project (1)

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APPENDIX S:

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15	XX -XX		Work on Final Project
16	XX -XX		Final Project Due

APPENDIX T:

UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

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Current·Policy¶

Graduate·work·taken·at·other·regionally·accredited·institutions·must·be·evaluated·and·approved·by·the·program·director·and/or·graduate·committee·of·the·respective·program·in·order·to·satisfy·degree·requirements·at·the·University·of·West·Georgia.·Transfer·credit·is·at·the·discretion·of·program·faculty·and·approved·by·the·Graduate·School.¶

Restrictions:¶

¶

1.→ Such·transfer·credit·cannot·exceed·25%·of·the·total·semester·hours·required·for·the·degree.¶

¶

2.→ No·grade·below·B·may·be·accepted.¶

¶

3.→ Individual·degree·programs·may·have·additional·specific·requirements·or·limitations·for·transfer·credit.¶

¶

1.→ Transfer·credit·must·have·been·completed·within·the·six·to·eight-year·period·allowed·for·the·completion·of·degree·requirements.·Refer·to·the·Time·Limits·to·Complete·a·Graduate·Degree·policy·for·more·information.·The·period·for·transfer·credit·will·be·calculated·from·the·first·date·of·the·semester·of·entry·to·the·degree·program·at·UWG.¶

a.·For·example,·if·courses·were·taken·on·August·1,·2015·(Fall·2015)·and·are·not·transferred·before·July·31,·2022·(Summer·2022)·those·courses·would·not·be·eligible·for·a·program·with·a·six-year·or·seven-year·degree·time·limit·and·a·Time·Limit·Degree·extension·cannot·be·applied·for·credit·not·currently·counting·towards·a·graduate·degree.¶

4.→ Graduate·coursework·may·not·substitute·or·transfer·more·than·one·level·(i.e.,·A·5000-level·course·may·not·substitute·for·an·8000-level·course).¶

Revised·Policy¶

Graduate·work·taken·at·other·regionally·accredited·institutions·must·be·evaluated·and·approved·by·the·program·director·and/or·graduate·committee·of·the·respective·program·in·order·to·satisfy·degree·requirements·at·the·University·of·West·Georgia.·Transfer·credit·is·at·the·discretion·of·program·faculty·and·approved·by·the·Graduate·School.¶

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