

Memorandum

To: General Faculty

Date: September 8, 2021

Regarding: Faculty Senate Agenda for September 10, 2021 via Zoom

1. Call to Order

2. Roll Call

3. Minutes

A) The June 11, 2021 Meeting Minutes were approved electronically on June 18, 2021.

4. Administrator Reports

A) Report from the Provost

B) Report from the Vice-Provost

5. Committee Reports

Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Mathematics, Sciences, and Technology

a) [Mathematics Minor](#)

Request: Modify

b) [Computing, B.S.](#)

Request: Add

c) [Computing, Nexus](#)

Request: Add

d) [COMP 2200 – Introduction to Databases](#)

Request: Add

e) [COMP 2300 – Fundamentals of Computing](#)

Request: Add

f) [COMP 2320 – Principles of Programming](#)

Request: Add

g) [COMP 2350 – Introduction to Digital Media](#)

Request: Add

h) [COMP 2360 – Physical Computing](#)

Request: Add

i) [COMP 2500 – Intro to Computer Security](#)

Request: Add

j) [COMP 3300 – Application Development I](#)

Request: Add

k) [COMP 3310 – Mobile Development](#)

Request: Add

l) [COMP 3350 – Game Development I](#)

Request: Add

m) [COMP 3400 – System and Network Admin I](#)

Request: Add

n) [COMP 3500 Cybersecurity](#)

Request: Add

o) [COMP 3600 User-Centric Computing I](#)

Request: Add

p) [COMP 3800 Data Analytics](#)

Request: Add

q) [COMP 4200 Advanced Database Systems](#)

Request: Add

r) [COMP 4300 Application Development II](#)

Request: Add

s) [COMP 4350 Game Development II](#)

Request: Add

t) [COMP 4400 System and Network Admin II](#)

Request: Add

u) [COMP 4420 DevOps](#)

Request: Add

v) [COMP 4500 Computer Forensics](#)

Request: Add

w) [COMP 4600 – User-Centric Computing II](#)

Request: Add

x) [COMP 4982 – Capstone Project](#)

Request: Add

y) [COMP 4985 – Special Topics in Computing](#)

Request: Add

z) [COMP 4986 – Internship](#)

Request: Add

Committee II: Graduate Programs Committee (Dena Kniess, Chair)

Action Items: (Addendum II)

A) College of Education

1) Department of Sport Management, Wellness, and Physical Education

a) [Integrative Health and Wellness, M.S.](#)

Request: Add

b) [CMWL 6100 – Lifestyle Medicine and Integrative Health](#)

Request: Add

c) [CMWL 6200 – Behavior Change Models, Methods and Theories](#)

Request: Add

d) [CMWL 6300 – Mind Body Medicine](#)

Request: Add

e) [CMWL 6400 – Exercise and Nutrition for Health and Healing](#)

Request: Add

f) [CMWL 6500 – Health Technologies](#)

Request: Add

g) [CMWL 6600 – Wellness Law & Entrepreneurship](#)

Request: Add

h) [CMWL 6700 – Personal and Professional Development for the Health and Wellness Coach](#)

Request: Add

i) [CMWL 7000 – Advanced Health and Wellness Coaching](#)

Request: Add

- j) [CMWL 7100 – Capstone \(Culminating Experience\)](#)

Request: Add

B) College of Arts, Culture, and Scientific Inquiry

- 1) Department of Anthropology, Psychology, and Sociology

- a) [SOCI 5015 – Analyzing and Visualizing Data](#)

Request: Add

Information Items:

A) College of Education

- 1) Department of Counseling, Higher Education, and Speech Language Pathology

- a) [Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling](#)

Request: Modify Admissions Criteria

- b) [Professional Counseling, Ed.S.](#)

Request: Modify Admissions Criteria

Committee III: Academic Policies Committee (Jennifer Edelman, Chair)

Action Item:

- A) Georgia History and Georgia Constitution Proficiency Exam Policy ([Addendum III](#))

Request: Modify

Information Item:

- A) High Impact Practices (HIPs) Designations ([Addendum IV](#))

Committee IV: Faculty Development Committee (Patrick Erben, Chair)

Information Item:

- A) BOR Post-Tenure and Annual Review Recommendations ([Addendum V](#))

Committee VIII: Budget Committee (Laurie Kimbrel, Chair)

Information Item:

- A) David Nickell will serve as Chair of the Budget Committee for the 2022-2023 Academic Year.

6. Old Business

7. New Business

- A) QEP, Dr. Ralitsa Akins

- B) New Advising Procedure ([Addendum VI](#))

- C) Resolutions on COVID Protocols ([Addendum VII](#))

8. Announcements

A) Possible Replacement of Academic Video Platform Vendor, Rod McRae

9. Adjournment

Addendum I

Mathematics Minor

2022-2023 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Spring

Desired Effective Year *

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Mathematics, Sciences, and Technology

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

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

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program
 Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Mathematics Minor

Program ID - DO 18
NOT EDIT*

Program Code - DO 18
NOT EDIT

Program Type*

Degree Type*

Program Description* The mathematics minor has two options. The mathematics option requires Calculus I and II, and three upper-level courses in mathematics. The statistics option requires Calculus I and II, Mathematical Probability, and two upper-level courses in statistics.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

Mathematics Option:

MATH 1634 Calculus I

MATH 2644 Calculus II

**[After] and three courses selected from
mathematics courses numbered 3000 or
above**

[After] Excluding:

MATH 3703 Geometry for P-8 Teachers

MATH 3803 Algebra for P-8 Teachers I

**MATH 4713 Probability and Statistics for P-8
Teachers**

**MATH 4753 Trigonometry and Calculus for
the P-8 Teacher**

MATH 4773 Number Theory for P-8 Teachers

MATH 4863 Algebra for P-8 Teachers II

Statistics Option:

MATH 1634 Calculus I

MATH 2644 Calculus II

MATH 4203 Mathematical Probability

**[After] And two additional courses selected from
the following:**

MATH 4803 Analysis of Variance

MATH 4813 Regression Analysis

MATH 4823 Applied Experimental Design

MATH 4833 Applied Nonparametric Statistics

MATH 4843 Introduction to Sampling

**MATH 4885 Special Topics in Applied
Statistics**

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The current statistics option in the minor is out of compliance with USG BOR requirements because it only contains 12 hours.

The changes to the minor will bring the statistics minor into compliance and will make it more flexible for students who want to minor in statistics.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments Number of credit hours in the statistics option changed from 12 to 17.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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


Please download the assessment template from [here](#) complete, and upload.

Program Map*

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

Assessment Plan*

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

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

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

**Academic Year
Program Map
Mathematics Minor
Statistics Option**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
		MATH 1634 Calculus I	4
SEMESTER TOTAL		SEMESTER TOTAL	
		4	
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 2644 Calculus II	4	MATH 4203	3
SEMESTER TOTAL		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 Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 4XXX	3	MATH 4XXX	3
SEMESTER TOTAL	3	SEMESTER TOTAL	3
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released
December 21, 2020

Point of Contacts

Dr. Martha Venn
Vice Chancellor for Academic Affairs
Affairs
martha.venn@usg.edu

Dr. Rebecca Corvey
Associate Vice Chancellor for Academic
rebecca.corvey@usg.edu

Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
<i>12-18-2020</i>	<i>Revised question 34 and 61 for clarity; Revised question 47 to include part b with the tuition comparison table for peer or competitive programs; reworded question 49 to include costs and benefits per fee; Revised question 50 related to additional costs to students; Revised question 51 to clarify the question related to indirect costs.</i>		

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing

- € Program was part of the Annual Academic Forecast
- € This proposal can be expedited (Nexus, established concentration with strong enrollment)
- € This proposal requires USG integrated review

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: University of West Georgia*
3. *USG Sector: Regional Comprehensive University*
4. *School/Division/College: College of Arts, Culture, and Scientific Inquiry*
5. *Academic Department: Mathematics, Science, and Technology*
6. *Proposed Program Name: Bachelor of Science in Computing*
Note: As a part of this new BS degree program we are also proposing a [Nexus in Computing](#) degree that directly leverages the courses and specializations of the proposed BS degree. Given the direct tie between both degrees, both degrees are proposed within and when necessary distinguishing characteristics of the nexus are provided.
7. *Major: Computing*
8. *CIP Code (6 digit): 11.0101*
9. *Degree Level: Bachelors/[Nexus](#)*
10. *Anticipated Implementation Semester and Year^: Fall 2022*
11. *Was this program listed in the most recent Academic Forecast?*

Yes

No (If no, explain why below)

This novel initiative meets the latest market needs in high-demand careers within Georgia and was added to the UWG initiatives by new administrative leadership in Academic Affairs shortly after the arrival of the new Provost (who joined UWG in December 2020). This program, both BS and Nexus, provides a near-term strategy to increase student

enrollment and student credit hour production, and also provides for long-term enrollment and industry needs. Due to the quick turn-around from conception to implementation, it was not listed in the previous UWG Academic Forecast.

12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

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

The Nexus in Computing, co-proposed herein, is based on the courses that are offered within the proposed BS in Computing degree, with specializations that mirror the full degree (cybersecurity, system and network administration, and application development) with an additional specialization of data analytics. The Computing Nexus will allow more Georgians to access careers in the aforementioned high-demand areas of which the USG has identified cybersecurity and information technology as priority nexus areas. The direct relationship between the BS and Nexus will allow students pursuing the nexus to easily transition into pursuing the full degree should they choose to do so.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The program will pursue ABET accreditation under the General Criteria for the Computing Accreditation Commission. At launch, the program will adopt the ABET-required Student Outcomes, and the curriculum will cover the necessary mathematics and computing topics. The faculty, staff, and facility needs described elsewhere in this proposal, along with the existing personnel and facilities, will be sufficient for accreditation.

The current faculty have nearly 20 years of experience with ABET accreditation for the existing Bachelors in Computer Science program (CS). The proposed program will model its continuous improvement process (required by ABET) on the existing CS program to ensure this new program is fully accreditable.

With these factors, and appropriate institutional support, the program would be eligible for ABET accreditation as soon as the first graduate is produced (as early as three years).

14. Specify **SACSCOC** or other accreditation organization requirements[^].

Mark all that apply.

Substantive change requiring notification only ¹

Substantive change requiring approval prior to implementation ²

Level Change ³

None

B. STRATEGIC PLAN

15. How does the program align with your institutional mission and function[^]?

If the program does not align, provide a compelling rationale for the institution to offer the program.

"The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring student-centered community."

The proposed program will engage students in a broad range of computing and computing-related disciplines (academic engagement), prepare those students for 21st-century careers in computing (professional development), and do so under the guidance of teaching-oriented faculty with nearly 20 years experience serving students in a student-centric Computer Science program (caring, student-centered community).

16. How does the program align with your institution's strategic plan and academic program portfolio?

Identify the number of existing and new courses to be included in the program.

The 2021-2026 UWG Strategic Plan "Becoming UWG" defines three strategic priorities: Relevance, Competitiveness, and Placemaking. The proposed program aligns with each of these priorities:

RELEVANCE: The program will incorporate at least one semester of an internship experience and at least one semester of a 4000-level integrative project experience. Additionally, most courses at the 2000- and 3000-levels will feature hands-on project work, as is required for a rigorous computing program. The current faculty have many years of experience advising internships and fostering experiential learning. These

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

courses and experiences align with all of the following operational definitions of Relevance:

- **Update existing programs and develop new programs to engage students in 21st- century learning experiences based upon continuous market analysis.**
- **Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.**
- **Elevate ALL students' professional, cultural, and global competencies via co-curricular experiences.**
- **Leverage the geography of UWG to be an economic and intellectual engine for companies, communities, and organizations through talent-development and mutually- beneficial partnerships.**
- **Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.**

COMPETITIVENESS: This breadth-based computing program is unique to the West and Central Georgia regions, making UWG a competitive choice in the higher education marketplace, and also giving our students the competitive edge in the job market. The program will offer the opportunity to grow our Computing faculty by recruiting highly-qualified, diverse hires. This program will also enable more student employees to work for IT Services at UWG while they complete their BS in computing and provide an internal source of skilled IT workforce for UWG and other USG institutions. The program will increase the number of students enrolled in Computing programs at UWG, increase tuition, formula funds, etc. to move the University closer to, and beyond, its financial goals. Additionally, this program connects students and industry partners closely to meet market needs and provides students with experiential learning opportunities through these industry connections, marking a unique approach to launch students careers before they graduate. Thus, the program aligns with the following operational definitions of Competitiveness:

- **Be distinct — design distinctive, world-class experiences inside and outside the classroom for all who “Go West,” differentiating ourselves from our peers and aspirants.**
- **Recruit, hire, and continually develop a high- performing, diverse workforce.**
- **Shape and deploy next-generation operating and service models emphasizing financial stability and wherewithal (creating margin in our resources to facilitate investment in the “next”).**

PLACEMAKING: The existing Computer Science program and faculty have long had a culture of "open door" accessibility, faculty and staff involvement in student activities, mentorship of junior faculty, and respect for all. The connectedness of industry partners to this degree program will create a unique culture for students to learn within and beyond the classroom. The program will offer courses in classrooms with state-of-the-art technology, and will have opportunities for new high-tech labs to engage in experiential learning in areas such as cybersecurity, network administration, and game development. Additionally, leveraging synchronous live streaming and recording for asynchronous playback, students can take their courses and learn face to face, hybrid, and online --flexibility that meets their needs. Thus, the program aligns with the following operational definitions of Placemaking:

- **Strengthen the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.**
- **Continuously elevate physical & digital spaces, presentation, and service to cultivate a clear, distinctive UWG identity and experience on campus and throughout the region.**

C. NEED

17. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?

No

Yes (If yes, use the space below to explain how their input informed this proposal)

See Appendix A for letters of support.

18. Does the program align with any local, regional, or state workforce strategies or plans?

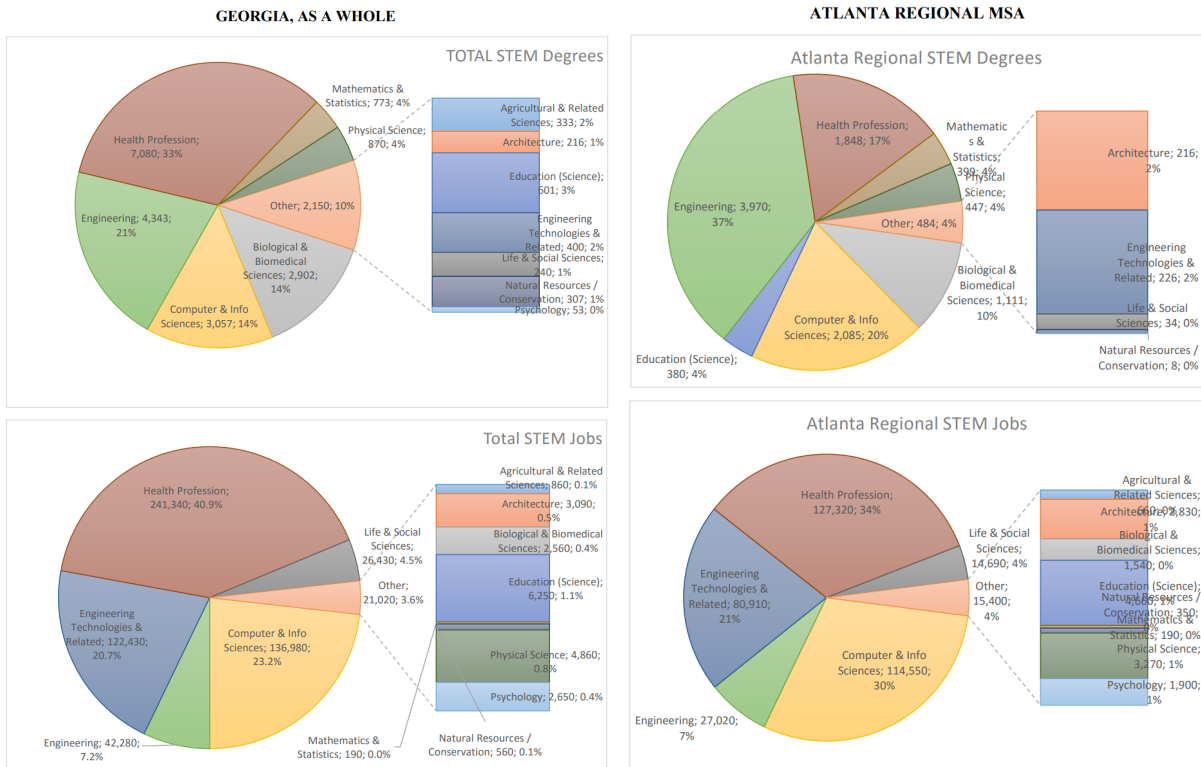
No

Yes (If yes, please explain below)

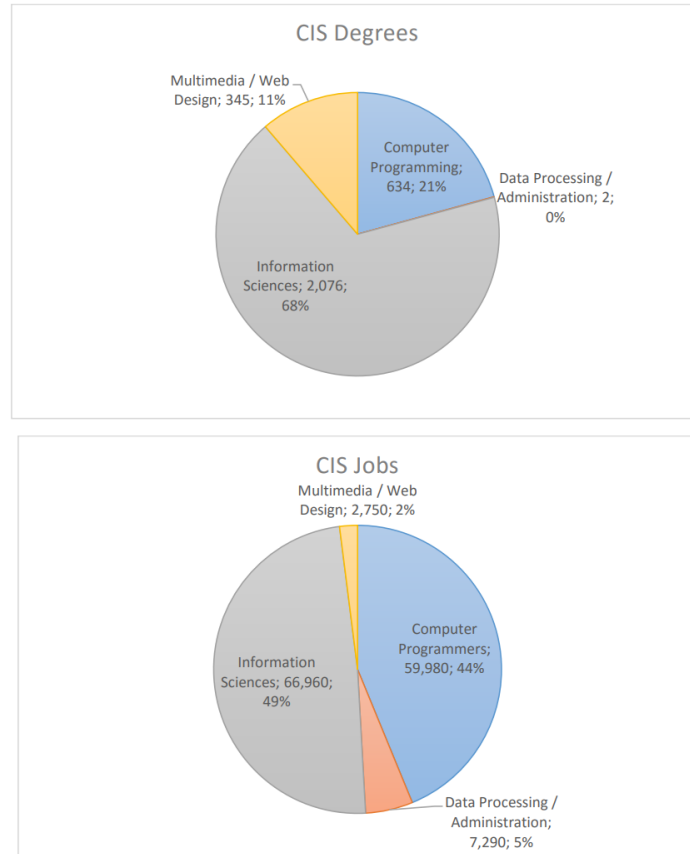
The need for graduates who are equipped with the necessary applied knowledge for computing jobs is evidenced by past reports and projected job growth.

According to the USG’s Advancing Georgia’s Regional STEM Workforce Development: Preliminary Findings Report from May 2017

([https://www.usg.edu/academic affairs and policy/assets/academic affairs and policy/alc documents/Advancing Georgias Regional STEM Workforce with Executive Summary and Appendices.pdf](https://www.usg.edu/academic%20affairs%20and%20policy/assets/academic%20affairs%20and%20policy/alc%20documents/Advancing%20Georgias%20Regional%20STEM%20Workforce%20with%20Executive%20Summary%20and%20Appendices.pdf)), the total number of Computer & Information Sciences (CIS) degrees produced annually in the state of Georgia is 3,057, while there are a total of 136,180 total jobs in CIS. In the Atlanta regional area alone, there are a total of 2085 CIS degrees produced with a total of 114,550 CIS jobs. See the charts below.



The report goes on to outline a more in-depth analysis of selected STEM work force needs for certain high-demand areas, of which, CIS is noted. See table below.



The report specifically notes the conspicuous disparity between the number of degrees produced and number of jobs. The proposed Computing degree will help address this imbalance that has, and continues to, exist as computing jobs within Georgia are on an expected trajectory of continued growth. According to the following GA Department of Labor report:

<https://explorer.gdol.ga.gov/vosnet/mis/Current/gaworkforcecurrent.pdf>

“STEM occupations with the most growth through 2028 in Georgia will include... software developers [and] computer-user support specialists” with a total of 7,380 and 3,270 added jobs, respectively, in these two computing areas only.

The table below, found in Georgia’s STEM Careers to 2028 (<https://explorer.gdol.ga.gov/vosnet/mis/current/stem.pdf>), outlines the career paths the proposed computing degree will support. These computing jobs have over 8,000 openings annually.

Job	Annual openings within GA (2018-2028)
Computer Network Support	410
Computer Network Support Specialists - HOT	630
Computer Occupations, All Other - HOT	1,930
Computer User Support Specialists -HOT	2,200
Database Administrators	380
Software Developers, Applications	2,980

Upon inspection of the occupational outlooks of jobs regionally (according to <https://explorer.gdol.ga.gov/gsipub/index.asp?docid=389>), job growth in one of the areas of specialization--Software Developers, Applications-- is outstanding from 2016 to 2026. See table below:

Area	Annual change in employment	Annual occupation openings	Total change in employment 2016-2026
City of Atlanta - LWDA 3	380	1220	3830
Cobb County - LWDA 4	120	370	1250
West Central Georgia - LWDA 8	0	10	40

Furthermore, based on the courses that are offered within the proposed BS in Computing degree, we have created a Computing Nexus degree with specializations that mirror the full degree (cybersecurity, system and network administration, and application development) with an additional specialization of data analytics. The USG has identified cybersecurity and information technology as priority high demand areas which the Nexus addresses.

Beyond the Computing Nexus co-proposed herein, this BS in Computing has such flexibility due to its sufficient electives that students completing this BS in Computing degree could also select other state-wide USG courses, such as FinTech (FTA) and Georgia Film Academy (GFA) courses as concentrations and electives. As such, students enrolled in this BS in Computing program can also drive enrollment and credit hour production in FTA, GFA, and other state-wide USG course offerings.

Additionally, more tech companies are bringing their business to the Atlanta and West Georgia area. For example, earlier this year Microsoft announced that it is bringing its next data center to Fulton and Douglas Counties

(<https://azure.microsoft.com/en-us/blog/microsoft-will-establish-its-next-us-datacenter-region-in-georgia-s-fulton-and-douglas-counties/>). The proposed degree will prepare students for jobs that Microsoft's data center will need to fill.

With the proposed degree being offered both face-to-face and online, it will also meet national computing needs which have similar job growth prospects. According to the U.S. Bureau of Labor Statistics the employment in computer and information technology occupations is expected to grow 11% from 2019 to 2029, much faster than the average for all occupations, adding over 500,000 new jobs. This demand stems from greater emphasis on cloud computing, the collection and storage of big data, and information security

(<https://www.bls.gov/ooh/computer-and-information-technology/home.htm>).

The proposed BS in Computing and Computing Nexus will meet a variety of computing job needs regionally, statewide, and nationally.

19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)

With more tech companies coming to the Douglas County area, Trent North, Superintendent of the Douglas County School System, and Dr. Jon Preston, UWG Provost and Senior Vice President of Academic Affairs, have had discussions on creating computing pathways between Douglas County High School and UWG that will help address the ever-growing demand for computing employees in the Atlanta and West Georgia region. The goal of this collaboration is to create a pipeline of high school students into the computing degrees at UWG. As details are worked out, and with the approval of this new BS in Computing degree, UWG will expand this discussion to include other area school districts.

20. Identify the partners you are working with to create a career pipeline with this program⁴.[^]

Mark all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> High School CTAE | <input type="checkbox"/> Other USG institutions | <input type="checkbox"/> Professional associations |
| <input checked="" type="checkbox"/> High School STEM | <input type="checkbox"/> Other universities | <input type="checkbox"/> Other (specify below) |
| <input type="checkbox"/> Career academies | <input checked="" type="checkbox"/> Employers | Click or tap here to enter text. |
| <input checked="" type="checkbox"/> TCSG programs | <input checked="" type="checkbox"/> Community partnerships | <input type="checkbox"/> None |

See Appendix A for letters of support.

21. Are there any competing programs at your own institution?

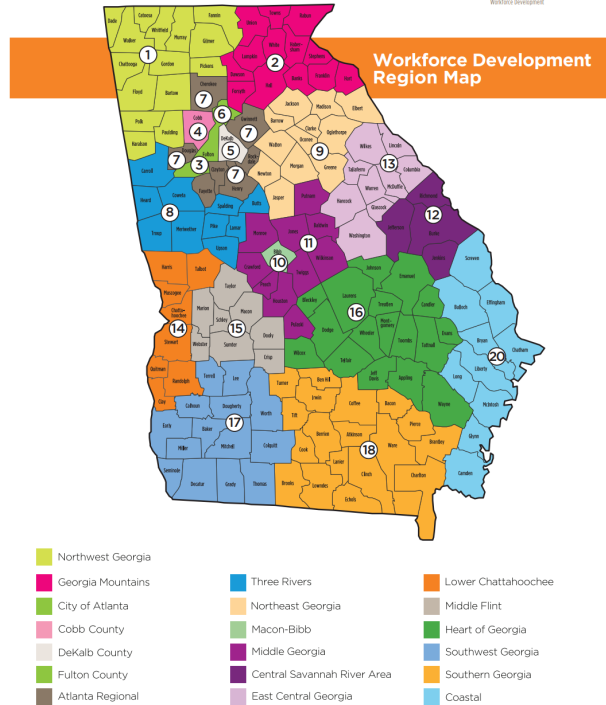
No

Yes

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

UWG's service region for Workforce Development is Region 8 and is depicted in the figure below. However, with the BS in Computing and Computing Nexus being offered via face-to-face and online modalities, the program will meet labor market and supply demands beyond the region to include the entire state of Georgia. As modeled by UWG's fully-online MS in Applied Computer Science (which draws students from across the United States), with proper marketing, both the proposed BS and Nexus degree programs have the opportunity to meet national needs as well.

⁴ Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – “off-ramp program” Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can)



23. Do any other higher education institutions in close proximity offer a similar program?

No

Yes (If yes, provide a rationale for the institution to offer the program)

Based on our investigation, there are no programs in Georgia or neighboring states with a curriculum designed to provide a broad breadth of exposure to computing topics and proficiencies. The nearest program that most closely resembles what we are proposing is the Bachelor of Science in Computing Technology at the University of Missouri–St. Louis. <http://www.umsl.edu/cmpsi/undergraduate-studies/BSCT.html>

Although there are programs within the state that offer similar programs for CIP/SOC code 11.0101, what makes this program different is the broad exposure to the field of computing that provides a foundation across a variety of computing topics including basic coding and application development, user-centered design, information technology systems and network administration, cybersecurity, and data analytics. This broad approach will focus on technologies and applications to a variety of end-use situations, while computing depth is provided through a chosen specialization in the areas of application development, system and network administration, and cybersecurity, as well as, providing for the design of custom specializations per coordination and approval of a faculty member. The specializations will provide training and expertise for transition to computing careers. This unique approach

meets workforce needs throughout the state and region for broad-based computing professionals beyond narrowly-defined computer scientists. Consequently, this program will provide access and enable graduates to work in a variety of fields that depend upon computing applied to a wide range of industries. Since computing impacts nearly every industry and job, this degree program is designed to meet this broad range of needs with flexibility and access for students with a wide range of skills and abilities.

24. Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik [IPEDS Application](#)[^]. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data.
- Click [here](#) for US and Georgia occupation projections
 - Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
 - For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).

Related Occupation	SOC code	Current Employment [2018]	Projected Employment [2028]	# Change	% Change	Average Annual Openings
Network and Computer Systems Administrators	15-1244	9,630	10,360	730	8.0%	770
Web Developers	15-1254	3,670	4,100	430	12.0%	340
Computer Occupations, All Other	15-1299	20,940	23,960	3,020	14.0%	1,930
Database Administrators	15-1242	4,170	4,740	570	14.0%	370
Software Developers, Applications	15-1252	28,170	35,550	7,380	26.0%	2,980
All Related SOC Codes		66,580	78,710	12,130	15% AVG.	6,390

Graduates of the program, possessing a broad knowledge of computing and a broad skillset, will be positioned to fill demand in a wide array of computing-related jobs and will be flexible in their ability to change jobs as the market demand shifts. Therefore, we have listed a range of possible positions in which these graduates could be employed. The list is not exhaustive, as the program is designed to be nimble to adjust to changing market demands.

25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.^

Similar or Related Programs	CIP Code	Supply ¹ FY 20	Competitor Institutions ²
System Administration/ Administrator	11.1001	None	No data available for BS level
Web Page, Digital/ Multimedia and Information Resources	11.0801	None	No data available for BS level
Computer and Information Sciences, General.	11.0101	1,338	Albany State University Augusta University Columbus State University Fort Valley State University Georgia Institute of Technology Georgia Southern University Georgia State University Kennesaw State University Valdosta State University Middle Georgia University
Computer Science Programming/Programmer, General.	11.0701	814	Columbus State University Georgia College and State University Georgia Southwestern University Georgia State University University of Georgia Clayton State University
Computer Programming, Specific Applications	11.0202	1 @ AS Level	Abraham Baldwin Agricultural College
Computer and Information Systems Security/Auditing/Information Assurance	11.1003	84	Augusta University University of North Georgia Kennesaw State University
Information Technology	11.0103	411	Augusta University Columbus State University Georgia Southwestern State Univ. Georgia Southern University Kennesaw State University Georgia Gwinnett College
Information Technology	11.0401	285	University of North Georgia Savannah State University

			Clayton State University Fort Valley State University Georgia Institute of Technology Kennesaw State University Valdosta State University
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¹ Supply = Number of program graduates last year within the study area

² Competitors = List other institutions that offer this program or a similar program in the area (see [Question 23](#))

26. Based on the data provided in questions [24](#) and [25](#), discuss how this program will help address a need or gap in the labor market?^

The data in question 25 shows there are over 12,500 average annual openings related to the proposed program’s area of study. Question 25 shows that there is a supply of approximately 3,000 graduates per year. There is a notable imbalance between the supply of graduates and annual openings. It is to be noted that a similar imbalance was also noted in the USG’s Advancing Georgia’s Regional STEM Workforce Development: Preliminary Findings Report from May 2017 as noted in Question 19. The data clearly shows there is a large need for students prepared to work in the area of computing.

27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found at onetonline.org. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
15-1142 (now 15-1244)	\$85,220	Computers and Electronics, Judgement and Decision Making, Deductive Reasoning
15-1134 (now 15-1254)	\$91,190	Computers and Electronics, Programming, Operations Analysis
15-1199 (now 15-1299)	\$86,960	No data available
15-1141 (now 15-1242)	\$99,910	Computers and Electronics, Complex Problem Solving, Problem Sensitivity
15-1132 (now 15-1232)	\$104,730	No data available.

Notes: the "now" SOP numbers are the updated numbers used by O*-Net, which have replaced the older numbers still in use by GDOL and listed in Question 24.

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75 th Percentile	50 th Percentile	25 th Percentile
1 year after graduation	\$71,464	\$56,569	\$41,123
5 years after graduation	\$98,716	\$77,249	\$56,257

Provide any additional comments, if needed:

29. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

The demand for graduates is excellent, as are their salary prospects. It should also be noted that the proposed program is designed to be nimble, creating new courses and specializations of study as-needed to meet new market demands.

D. CURRICULUM

30. Enter the number of credit hours required to graduate[^]

120

31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

Yes

No

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a[^]:

Format (Check 1)	50% or more of the program is delivered online
<input checked="" type="checkbox"/> On-campus and online	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Hybrid, combination delivery	<input type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, predetermined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

Note regarding Questions 32 and 33: the program will be offered in both synchronous fully face-to-face and asynchronous fully-online formats. Offering both a face-to-face and online program will allow students both regionally and nationally to complete the program. In addition, offering the program in both modalities will provide accessibility to both traditional and adult learners. UWG has invested in classroom technology that allows for synchronous live streaming for students to have face-to-face and fully-online access to instruction at the same time; additionally, course content can be recorded and viewed asynchronously for flexibility in meeting students’ work and life schedules. This degree program will provide a full range of access both online (synchronous and asynchronous) and face to face.

⁵ See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

34. For associate's, Nexus, and bachelor's degree proposals, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program? Mark all that apply.

- | | |
|--|---|
| <input type="checkbox"/> First-Year Experiences | <input type="checkbox"/> Diversity/Global Learning |
| <input type="checkbox"/> Common Intellectual Experiences | <input type="checkbox"/> ePortfolios |
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Service Learning, Community Based Learning |
| <input checked="" type="checkbox"/> Writing-Intensive Courses | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Collaborative Assignments and Projects | <input checked="" type="checkbox"/> Capstone Courses and Projects |
| <input type="checkbox"/> Undergraduate Research | |

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

Three specific HIPs will be embedded in the program: writing-intensive courses, internships, and Capstone courses and projects/collaborative assignments and projects.

All programs of study in the College of Arts, Culture, and Scientific Inquiry are required to include at least six hours of writing-intensive courses, at least one of which must be a major course. Students will take the following writing-intensive courses to satisfy this requirement:

- **ENGL 3405 Professional and Technical Writing (3 hours), typically in their Junior year**
- **COMP 4982 Capstone (3 hours), in their Senior year**

Students will be required to participate in at least one semester of an internship (COMP 4986) in a Computing field in their Senior year. They will have the option to take a second semester of the internship course. UWG will establish a deep portfolio of companies partnered with the program to match student expertise in these internship courses with the industry needs, providing valuable learning for students and economic development and support for a broad range of companies throughout Georgia.

Students will be required to participate in a one-semester Capstone course (COMP 4982) during their Senior year. This course will incorporate a semester-long collaborative project. Other courses in the curriculum will incorporate collaborative assignments as projects based with instructor expertise and guidance/mentorship.

36. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

- | | |
|---|--|
| <input type="checkbox"/> eCampus | <input checked="" type="checkbox"/> Georgia Film Academy |
| <input checked="" type="checkbox"/> FinTECH | <input checked="" type="checkbox"/> Other: Nexus |

As part of the proposed BS degree we have created a Computing Nexus degree with specializations that mirror the full degree (cybersecurity, system and network administration, and application development) with an additional specialization of

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

data analytics. The USG has identified cybersecurity and information technology as priority high demand areas which the Nexus degree addresses.

Additionally, the Bachelor of Science in Computing allows students to customize areas of specialization through electives. Students can also complete FinTECH and Georgia Film Academy courses as part of this computing program.

37. ^For associate’s, Nexus, and bachelor’s degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed.

Complete this chart for the upper division or major curriculum only.

For the BS in Computing

Alignment of Occupational KSAs ¹	Student Learning Outcome (s)	Direct Measure (s)	Data Source
Computers and Electronics, Judgement and Decision Making, Deductive Reasoning, Problem Sensitivity, Operations Analysis	Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	Students' performance on Capstone Project	Capstone project grades
Computers and Electronics, Complex Problem Solving, Programming, Operations Analysis	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.	Students' performance on Capstone Project	Capstone project grades
Judgement and Decision Making, Operations Analysis, Problem Sensitivity	Communicate effectively in a variety of professional contexts.	Students' performance on Capstone Project, Internship Report	Capstone project grades, Internship report grades
Judgement and Decision Making, Operations Analysis, Problem Sensitivity	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Internship Report	Internship report grades
Judgement and Decision Making, Operations Analysis, Problem Sensitivity, Complex Problem Solving	Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.	Students' performance on Capstone Project, Internship Report	Capstone project grades, Internship report grades

¹Direct measures may include assessments, HIPs, exams, etc.

For the Nexus in Computing

Alignment of Occupational KSAs ¹	Student Learning Outcome (s)	Direct Measure (s)	Data Source
Computers and Electronics, Judgement and Decision Making, Deductive Reasoning, Problem Sensitivity, Operations Analysis	Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.	Internship report	Internship report grades
Computers and Electronics, Complex Problem Solving, Programming, Operations Analysis	Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.	Internship report	Internship report grades
Judgement and Decision Making, Operations Analysis, Problem Sensitivity, Complex Problem Solving	Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.	Internship report	Internship report grades

38. For associate's, Nexus, and bachelor's degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.
Insert more rows as needed.

For the BS in Computing

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	<ul style="list-style-type: none"> Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. 	Students' performance on Capstone Project

	<ul style="list-style-type: none"> • Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. 	
Oral/Written Communications	<ul style="list-style-type: none"> • Communicate effectively in a variety of professional contexts. 	Students' performance on Capstone Project, ENGL 3045 Grade, Internship Report
Team Work/ Collaboration	<ul style="list-style-type: none"> • Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. • Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 	Students' performance on Capstone Project, Internship Report
Digital Technology	<ul style="list-style-type: none"> • Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. • Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. 	Students' performance on Capstone Project
Leadership	<ul style="list-style-type: none"> • Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. • Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 	Students' performance on Capstone Project, Internship Report

Professionalism/ Work Ethic	<ul style="list-style-type: none"> • Communicate effectively in a variety of professional contexts. • Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. • Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 	Students' performance on Capstone Project, Internship Report
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¹ Direct measures may include assessments, HIPs, exams, etc.

For the Nexus in Computing

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	<ul style="list-style-type: none"> • Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance. 	Internship report
Team Work/ Collaboration	<ul style="list-style-type: none"> • Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance. • Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance. • Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 	Internship Report
Digital Technology	<ul style="list-style-type: none"> • Demonstrate knowledge of the selected computing 	Internship report

	<p>concentration to identify solutions to a computing problem under guidance.</p> <ul style="list-style-type: none"> • Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance. 	
Leadership	<ul style="list-style-type: none"> • Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration. 	Internship Report
Professionalism/ Work Ethic	<ul style="list-style-type: none"> • Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration. 	Internship Report

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map (Appendix B for curricular assessment plan and map, Appendix C for program map) for the upper division or major curriculum.

For the BS in Computing degree the primary assessment instrument will be the students' Capstone course project, occurring in their senior year. The project will be collaborative (team-based), deliver a technical solution (e.g., program, website, secured network, data analysis report) to some computing problem, and include written and oral communication appropriate to the project (e.g., technical report, requirements analysis, live product demonstration, oral report).

The Capstone course will also include a component on professional and ethical issues in computing, which will require each student to write a paper and/or give a presentation on a suitable topic in this space.

Additionally, students will take a required Internship course and will write an internship report including sections on: the problem (tasks) assigned, solutions explored as well as design and implementation considerations; leadership and team activities; professional and ethical issues faced; and technical duties and accomplishments.

For the career-focused Nexus in Computing program, which requires an internship, the assessment will be based on the internship report detailed above.

For the assessments for both programs, faculty will design appropriate rubrics to assess the learning outcomes based on these instruments.

40. How will outcomes for graduates of the program be assessed?

For both the BS and Nexus in Computing, exit interviews will be held by the Program Coordinator during students' final semester, the program will solicit feedback from Industry Advisory Board meetings held every two years by the computing faculty and dean, and graduates' employment rates will be monitored.

41. List the entire course of study required to complete the academic program. ^

Include course: prefixes, numbers, titles, and credit hour requirements

Indicate the word “new” beside new courses

Include a program of study

For the BS in Computing

Gen Ed Core Curriculum (Areas A-E) (42 hours)

- **Math for A.2: Math 1113 - Precalculus (3 of 4 hours)**
- **Math for D.2: Math 1401 - Elementary Statistics**
- **One of the following (to satisfy PHIL 4120 - Professional Ethics prerequisite):**
 - **B.1: PHIL 2020 - Critical Thinking, OR**
 - **C.2: PHIL 2010 - Introduction to Philosophy, OR**
 - **C.2: PHIL 2030 - Introduction to Ethics**

Lower Division Major Requirements (Area F) (18 hours)

- **Math 1113 - Precalculus (1 of 4 hours)**
- **CS 1300 - Introduction to Computer Science (4)**
- **CS 1301 - Computer Science I (4)**
- **[New] COMP 2320 - Principles of Programming (earn C or better) (3), OR**
- **CS 1302 - Computer Science II (earn C or better) (4)**
- **CS 2100 - Introduction to Web Development (3)**
- **[New] COMP 2200- Introduction to Databases (3)**

Supporting Courses (6 hours)

- ENGL 3405 - Professional & Technical Writing (3) (writing-intensive course)
- PHIL 4120 - Professional Ethics (3)

Specialization designations: C - Cyber security; S - System and Network Administration; D - Application Development

Major Required Breadth Courses (18 hours)

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

- [New] COMP 2300 - Fundamentals of Computing (3) C - S - D
- [New] COMP 2500 - Introduction to Computer Security (3) C
- [New] COMP 3600 - User-Centric Computing I (3) D
- [New] COMP 3300 - Application Development I (3) D
- [New] COMP 3400 - System & Network Administration I (3) C - S
- [New] COMP 3800 - Data Analytics (3)

Major Elective Breadth Courses (12 hours)

- [New] COMP 2350 - Introduction to Digital Media (3) D
- [New] COMP 4400 - System & Network Administration II (3) S
- [New] COMP 3310 - Mobile Development (3) D
- [New] COMP 3350 - Game Development I (3) D
- [New] COMP 2360 - Physical Computing (3)
- CS 3211 - Software Engineering I (3)
- CS 3280 - Systems Programming (3)

Major Depth Courses (9 hours)

- [New] COMP 3500 - Cybersecurity (3) C
- [New] COMP 4200 - Advanced DB Systems (3) S
- [New] COMP 4300 - Application Development II (3) D
- [New] COMP 4350 - Game Development II (3) D
- [New] COMP 4420 - DevOps (3) S - D
- [New] COMP 4500 - Computer Forensics (3) C
- [New] COMP 4600 - User-Centric Computing II (3) D
- CS 4180 - Advanced Web Development (3) D
- [New] COMP 4985 - Special Topics in Computing (C, S, or D)

- *Will be based on student interest and faculty expertise. If we find that there is an ongoing demand for a particular topic we will then create a course to add to the curriculum.*

Major Required Courses - High-Impact Practice & Professional Preparation (6-9 hours)

- [New] COMP 4982 - Capstone Project (3) (writing-intensive course, required)
- [New] COMP 4986 - Internship (3-6)

Electives (6-9 hours)

- General electives (6-9)

For the Nexus in Computing

Gen Ed Core Curriculum (Areas A-E) (42 hours)

- **A.2: Math 1111 College Algebra or Math 1401 - Elementary Statistics**
 - For Data Analytics specialization Math 1401
- **C.2: Phil 2030 Introduction to Ethics**
- **D.2: CS 1030 Intro to Computer Concepts**

Skills and Knowledge Courses (12 hours)

Application Development specialization

- **CS 1301 - Computer Science I (4)**
- [New] COMP 2320 - Principles of Programming (earn C or better) (3)
- [New] COMP 3300 - Application Development I (3)
- [New] COMP 4300 - Application Development II (3)

Cybersecurity specialization

- [New] COMP 2300 - Fundamentals of Computing (3)
- [New] COMP 2500 - Introduction to Computer Security (3)
- [New] COMP 3400 - System & Network Administration I (3)
- [New] COMP 3500 - Cybersecurity (3)

System & Network Administration specialization

- [New] COMP 2300 - Fundamentals of Computing (3)
- [New] COMP 2500 - Introduction to Computer Security (3)
- [New] COMP 3400 - System & Network Administration I (3)
- [New] COMP 4400 - System & Network Administration II (3)

Data analytics specialization

- **CS 1300 - Introduction to Computer Science (4)**
- **[New] COMP 2200- Introduction to Databases (3)**
- **[New] COMP 3800 - Data Analytics (3)**
- **[New] COMP 4200 - Advanced DB Systems (3)**

Experiential Learning (6 hours)

- **[New] COMP 4986 - Internship (6)**

The attached program maps (Appendix C) describes the programs of study for the BS and Nexus degrees.

E. IMPLEMENTATION

42. Provide an enrollment projection for the next four academic years[^]

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	202x-xx	202x-xx	202x-xx	202x-xx
Base enrollment [†]		90	190	290
Lost to Attrition (should be negative)		-10	-10	-10
New to the institution	40	60	60	60
Shifted from Other programs within your institution	50	50	50	50
Total Enrollment	90	190	290	390
Graduates	0	0	10	80
Carry forward base enrollment for next year	90	190	290	300

[†]Total enrollment for year 1 becomes the base enrollment for year 2

Note: based on projections the program would be eligible for ABET accreditation after Year 3 (the first year to produce graduates).

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Based on interactions with students at Preview Days and in talking with industry partners, there is an untapped market for students interested in computing careers that goes beyond the software-development CS program we currently offer. Given proper resources for marketing, we conservatively estimate a new-to-the-institution enrollment of 40 in the first year. Additionally, approximately 1/2 of the CS majors in our introductory courses currently do not continue in the CS program; we estimate that we can retain many of those students (approximately 50 per year) as they internally shift to the new computing program, which has different math and science requirements and is focused on different careers that rely upon computing but might not necessarily be software development focused. This program and our projections also rely upon market data that indicates high need for and growth in computer-related and computer-dependent careers.

b. *If projections are significantly different than enrollment growth for the institution overall, please explain.*

Based on enrollment in our existing CS program, we believe the steady demand (after the four-year ramp-up period) for the program is approximately 400 majors.

43. If projected program enrollment is not realized in year two, what actions are you prepared to take?

The new personnel (faculty line) requests needed to support this program are designed to scale with program growth: two lines in year one, one line each in years two and three. The year two and three requests can be delayed or cancelled if enrollment projections are not met. Additionally, UWG will utilize lecture (non-tenure) lines to provide flexibility and only make long-term commitments of tenure-track faculty lines as the program is successful in growth of enrollment and student credit hour production.

44. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

We will establish a four-pronged system of marketing and recruitment that utilizes campus partnerships for optimal outreach. We will first work with University Communications and Marketing (UCM) to create promotional materials for the degree. Our campus Admissions office will then connect the promotional materials to the degree and assist in distributing materials to high schools. High school counselors and CS teachers will distribute promotional materials. Students will receive the promotional materials and begin conversations with advisors, Admissions representatives, etc. Our goal is to create marketing and outreach opportunities by highlighting student success on social media outlets, recruiting from high school summer camps at UWG, highlighting alumni success and job/internship opportunities, and working with the Foundation to create Computing scholarships.

Recruiting for the program at the University level will be facilitated via outreach to new students through UWG's Fall Showcase and Preview Days for prospective students. These events create hands-on demos and engaging activities for students who visit campus. Recruitment will also be facilitated through the promotion of the BS in Computing degree as part of the personalized Wolf Tracks campus visits for prospective students who are interested in the computing fields.

Recruiting for the program at the College level will be aided by a \$1000 contribution by The College of Arts, Culture, and Scientific Inquiry to help market the program. The College will: conduct outreach to prospective students through College Preview Days (typically held in spring); establish partnerships between UWG's Computing Program with High School Counselors and teachers in Computing-related areas.; serve as the liaison for the University Communications and Marketing team and Computing program; work in tandem to create printed and digital promotional material for the BS in Computing Degree to be used both online and during Fall Showcase and Preview Day events; distribute marketing materials to

UWG Admissions representatives for high school visits, etc.; and continue to establish “pipeline” relationships with 2 year schools and technical colleges in order to promote the new degree.

Recruiting for the program at the Department/Program level will begin with leveraging our existing advising process to guide lower-division students to a computing-related major (Computer Science, Computing, etc.) that best fits their academic preparation in order to increase UWG's overall graduation rate. The department will: examine data and UWG degree migration patterns (Recruiting from internal areas such as Graphic Design, Management Information Systems, etc); promote CS Program and degrees through High School Summer Camps; create high school field trip opportunities such as Hackathon, etc.; collect and showcase student success along with job placement for the program and use this information to post on social media, recruiting and marketing materials etc.; and work with the foundation to identify possible donors/CS alumni to establish scholarships for students in the computing fields.

Recruiting to adult learners and underrepresented and special populations of students will be facilitated through a partnership with UWG’s Center for Adult Learners and Veterans on campus to recruit non-traditional students. We will also advertise and recruit through online and professional societies aligned with affinity groups, such as the Richard Tapia Celebration of Diversity in Computing Conference

45. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

Unique in providing a broad approach to computing topics, the Bachelor of Science in Computing at UWG enables you to gain a wide range of skills in computing that are applicable to many careers. The program is flexible, allowing you to craft your electives and concentration to suit growing, high-demand fields such as data analytics, system administration, app and web development, game design and development, user experience (UX), and security. Launch your career before graduation through internships and capstone project courses that will pair you with industry professionals to work on projects that solve real-world challenges and build your professional network and portfolio. No matter your background or prior experience in computing, you will be successful in this cutting-edge computing degree program.

46. If this proposal is for a Doctorate program, provide information below for at least three external and one
USG reviewer of aspirational or comparative peer programs
(not applicable)

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Reviewer 1 Name	Reviewer 2 Name	Reviewer 3 Name
Reviewer 1 Title	Reviewer 2 Title	Reviewer 3 Title
Reviewer 1 Institution	Reviewer 2 Institution	Reviewer 3 Institution
Reviewer 1 Email Address	Reviewer 2 Email Address	Reviewer 3 Email Address
Reviewer 1 Phone Number	Reviewer 2 Phone Number	Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title
USG Reviewer Institution
USG Reviewer Email Address
USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

47. *Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)*

No (Move to answer question 48)

Yes (If yes, answer questions 47a & 47b)

a. *What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.*

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. *Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:*

48. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Some existing faculty workloads (approximately three course offerings total) may be reallocated during the first two years. If so, this can be covered by teaching overloads. By year three it is expected that new faculty hires will cover all new courses.

49. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

Not applicable.

50. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

None.

51. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

The projected annual surplus from tuition is over three times the cost of the program. Therefore, revenue generated by the program can be used to support both direct program costs as well as indirect costs associated with the anticipated growth in student enrollment.

F2. Faculty[^] – Explain your faculty and staff plan for the program

52. Discuss how existing courses may be incorporated into this new program:

a. Course Development

# of total courses in the curriculum:	32
# of existing courses to be part of the new program	8
Net number of new courses to be developed	24 (10 required, 14 elective)

The number of total courses given is an upper-bound number based on the number of electives we hope to offer. Of the new courses to be developed, 10 are required courses and 14 are elective courses. All new courses do not need to be offered at program startup. As the program rolls out over three years, new faculty will be hired to offer the courses required as the first students progress through the program. Thus, courses will be added and offered as the program rolls out and there will be no undue burden on the program faculty.

c. Comment on the costs and workload related to the new course development.

New course development is considered part of a faculty's regular workload and should not impact costs.

53. Explain how **current faculty and staff** will contribute to the program.[^]

a. *How many faculty will be redirected to this program from existing programs?*

No faculty will be permanently redirected to the program. However, it may be necessary for existing CS faculty to teach additional sections of introductory-level courses in Years 1 and 2 in order to accommodate the new program.

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

The change in workload for existing faculty will be minimal and temporary (1-2 faculty teaching overloads each semester, for up to two years).

Concurrent with, but independent of this new program application, a new Department of Computing and Mathematics will be formed Fall 2021. This department will have a department chair, one administrative assistant, and two academic instructional support specialists (who were both staff members of the former CS program). The

structure of this new department will ensure appropriate staff resources for the new program.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

No net workload of current faculty (beyond possible increased workload the first two years) will be redirected to the new program. However, both the current faculty and the new faculty will collectively be part of the computing faculty at UWG; any of the computing faculty will be able to teach courses for which they are qualified in either program (as well as the existing MS in Applied Computer Science).

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

Any vacancies created by course reassignment will be filled via part-time faculty or overloads for existing faculty. Again, these reassignments are expected to be temporary.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training).

No such costs are expected. Course development is considered part of a faculty member's workload.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Chair of the Department of Computing and Mathematics (currently Duane Yoder)

Program Director (currently Lewis Baumstark)

New hire: Assistant Professor, tenure-track (currently vacant)

New hire: Assistant Professor, tenure-track (currently vacant)

New hire: Lecturer (currently vacant)

New hire: Lecturer (currently vacant)

54. Explain your plan for new faculty and staff for the program:

- a. *How many new faculty will be needed for this program over the next four years?* **4**

Explanation: The existing faculty are currently at maximum teaching load, so all new course sections must be taught by new faculty. The needed courses require an additional faculty workload of approximately 80-86 hours per year. We are requesting two additional tenure-track lines (at 18 hours/year) and two terminally-degreed lecturers (at 24 hours/year), which increases our faculty capacity by 84 teaching workload hours.

55. *How many new staff will be needed for this program over the next four years?*

0

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

Not applicable.

F3. Facilities – complete the questions below:

56. Where will the program be offered?^ Mark all that apply

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

57. Will new or renovated facilities or space be needed for this program over the next four years?

- No
- Yes (If yes, complete the table below, inserting additional rows as needed).

Capital Costs for Needed Facilities and Space					
Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Renovations and Infrastructure*					
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		\$0	\$0		

*Include the name of the building or location being impacted and what will need to be done.
 Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

58. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

Not applicable.

59. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

UWG has sufficient physical space resources to meet the needs of this degree. According to previous USG reports for UWG space, our existing utilization and capacity can accommodate this degree's office and instructional space needs.

60. Are any of these new facilities or major renovations listed in the table above (**Question 57**) NOT included in the institution-level facilities master plan?

Not applicable

61. Will any of the following types of space be required: instructional, fine arts, meeting, study, or dedicated office?

No (Move to Question 63).

Yes (If yes, complete question 62. Insert additional rows as needed).

62. Complete the table below. Specify if these spaces are existing or new in the table below. ^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces ¹				
Classrooms		2		Fall 2022
Meeting Rooms				
Student Study Space				
Other (Specify)				

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

To accommodate scheduling needs, two additional computer classrooms will need to be fully utilized. One of the classrooms is already in direct control of the department and utilization of this room can be increased. The department has also identified another preferred computer classroom. Based on utilization of it and other available computing classrooms, scheduling additional sections and new courses can be accommodated without requiring modification to existing classroom space.

Note: There is not a need for additional computer labs, as specialized labs for networking/security can be offered 100% online through virtual labs. This allows for face-to-face and online students to have equitable and full access to learning resources.

63. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

The requested facilities, along with existing classrooms, labs, and offices, should be sufficient for ABET accreditation.

F4. Technology

64. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Computers for new faculty (4 faculty over the course of the first four years, with one computer replacement each year beginning in year 4 or 5)	\$14,000	\$3,500	Fall 2022
2				
3				
4				
5				
6				
Total Technology Costs		\$16,000	\$14,000	

G. RISKS AND ASSUMPTIONS

65. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
<p>The need for a broad slate of courses risks non-availability of new faculty hires with qualifications sufficient to cover the breadth.</p>	<p>Low</p>	<p>Medium</p>	<p>We have at least two years from implementation to cover the full set of courses (e.g., junior- and senior-level courses). With that in mind the strategy is two-fold:</p> <ol style="list-style-type: none"> 1. we will utilize this time to recruit appropriate faculty as needs coalesce. 2. if specific areas can not be covered, we will utilize this time to propose and implement alternate courses to satisfy the program requirements.

66. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC accreditation request is approved.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Appendix A - Letters of Support

Letters of support forthcoming when all are received.

Appendix B - Assessment Plan & Map

BS in Computing Assessment Plan

BS in Computing Assessment Curriculum Map

Nexus in Computing Assessment Plan

Nexus in Computing Assessment Curriculum Map

Bachelor of Science (BS)

Computing

Student Learning Outcome	Measure/Method	Success Criterion	Interpretation & Use of	Improvement Plan
SLO-1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	Each Spring semester students in COMP 4982 (Capstone Project) complete a comprehensive course project to model, design, implement, test, and deploy a solution to a computing problem based on their area of specialization. For this outcome, each student's work is evaluated based on the student's ability to systematically understand and analyze the problem and to present an overall design to a solution to the problem and various components needed to support the solution. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).		
SLO-2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	Each Spring semester students in COMP 4982 (Capstone Project) complete a comprehensive course project to model, design, implement, test, and deploy a system to solve a computing problem. For this outcome, each student's project work is evaluated based on the student's ability to design, implement, test, and deploy their solution. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).		
SLO-3: Communicate effectively in a variety of professional contexts.	Each Spring semester students in COMP 4982 (Capstone Project) complete a comprehensive course project to model, design, implement, test, and deploy a system to solve a computing problem. In addition, each student writes a 2-3 page paper and deliver a 12-15 minute presentation on current and emerging professional and ethical issues in computing. This outcome is assessed based on the student's ability to write a proposal that provides details regarding the problem and proposed solution (consisting of an overview, requirements, mockups as applicable, schedule, and deliverables), as well as, efficacy in organizing and presenting the emerging and ethics topic via written and oral communication. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).		
SLO-4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Each Spring semester students in COMP 4982 (Capstone Project) write a 2-3 page paper and deliver a 12-15 minute individual presentation on current and emerging professional and ethical issues in computing. For this outcome, each student's work is evaluated based on the student's ability to: research and understand the topics; apply professional and ethical standards in concrete real-world scenarios. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).		
SLO-5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	Each Spring semester students in CS 4982 (Computing Capstone) complete a comprehensive course project to model, design, implement, test, and deploy a solution to a computing problem based on their area of specialization. Students must complete the project as part of a team. Each student's performance is evaluated based on the level of contribution to the success of the solution, and on the effectiveness of engagement in the process. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).		
All outcomes	Every semester there are graduating seniors, the Dept. Chair conducts one-on-one exit interviews with them, soliciting feedback in three areas: 1. Curriculum 2. Faculty 3. Facilities, Equipment, Software This feedback is used to create action items for continuous improvement.	Indirect assessment tool		
All outcomes	Every two years the Dept. hosts an Industry Advisory Board, consisting of program faculty and staff and industry representatives from companies that hire our graduates. Feedback solicited from the industry representatives includes: -- desired capabilities of entry-level hires -- perceived strengths and weaknesses of UWG Computing graduates -- how to better prepare our graduates This feedback is used to create action items for continuous improvement.	Indirect assessment tool		

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.

CURRICULUM MAPPING

DEPARTMENT:	Mathematics, Sciences, and Technology		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	BS in Computing	COURSES	Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	Communicate effectively in a variety of professional contexts.	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
	1	Area F (18 hours)					
	2	Math 1113 - Precalc	I				
	3	CS 1300 - Intro to CS	I	I			
<u>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.</u>	4	CS 1301 - CS I	I	I			
	5	COMP 2320 - Prin of Prog or CS 1302 - CS II	I	I			
	6	CS 2100 - Intro Web	I	I		I	
	7	COMP 2200 - Intro to DB	I	I		I	
<u>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.</u>	8	Supporting courses (6 hours)					
	9	ENGL 3405 - Prof & Tech Writing			R		
	10	PHIL 4120 - Professional Ethics				R	
	11	Required Breadth Courses (18 hours)					
	12	COMP 2300 - Fund of Comp	I	R			
<u>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.</u>	13	COMP 2500 - Intro to Comp Sec	I	I	I	R	
	14	COMP 3600 - UCC I	R	R	R	I	I
	15	COMP 3300 - App Dev I	R	R			I
	16	COMP 3400 - SNA I	R	R	R	R	
	17	COMP 3800 - Data Analytics	R		R		

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

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

18	Elective Breadth (12 hours)					
19	COMP 2350 - Intro to Digital Media	I	I			
20	COMP 2360 - Physical Computing	I	I			
21	COMP 3310 - Mobile Dev	I	R	R		R
22	CS 3211 - SE I	R	R	I		
23	CS 3280 - Systems Prog	R	I			
24	COMP 3350 - Game Dev I	R	R		I	
25	COMP 4400 - SNA II	M	M	R	R	
26	Depth Courses (9 hours)					
27	COMP 3500 Cybersecurity	R	R	R	R	
28	COMP 4200 - Adv DB Systems	M	M		R	
29	COMP 4300 - App Dev II	M	M			R
30	COMP 4350 - Game Dev II	R	R	R	R	R
31	COMP 4420 - DevOps	M	M	R		
32	COMP 4500 - Computer Forensics	R	R		R	
33	COMP 4600 - UCC II	R	R	R	R	R
34	CS 4180 - Adv Web Dev	R	R			
35	Required HIP & Prof Prep (6-9 hours)					
36	COMP 4982 - Capstone Proj Required	M, A	M, A	M, A	M, A	M, A
37	COMP 4986 - Internship			R	R	R

Nexus Degree

Computing Assessment Plan

Student Learning Outcome	Measure/Method	Success Criterion	
SLO-1: Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.	Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. For this outcome, each student's work is evaluated based on the student's demonstration of their knowledge in understanding and analyzing the problem given and presenting a solution to the problem under the guidance provided. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).	
SLO-2: Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.	Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. For this outcome, each student's project work is evaluated based on the student's ability to implement their solution under the guidance provided. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).	
SLO-3: Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.	Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. Each student's performance is evaluated based on the level of contribution to the success of the solution, and on the effectiveness of engagement in the process. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the	70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).	
All outcomes	Every semester there are students completing the nexus from the program, the Dept. Chair conducts one-on-one exit interviews with them, soliciting feedback in three areas: 1. Curriculum 2. Faculty 3. Facilities, Equipment, Software This feedback is used to create action items for continuous improvement.	Indirect assessment tool.	
All outcomes	Every two years the Dept. hosts an Industry Advisory Board, consisting of program faculty and staff and industry representatives from companies that hire our graduates. Feedback solicited from the industry representatives includes: -- desired capabilities of entry-level hires -- perceived strengths and weaknesses of Nexus Computing students -- how to better prepare the students This feedback is used to create action items for continuous improvement.	Indirect assessment tool.	

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.)	CURRICULUM MAPPING					
	DEPARTMENT: Mathematics, Sciences, and Technology			PL-SLO 1 Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.	PL-SLO 2 Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.	PL-SLO 3 Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.
	PROGRAM: Nexus in Computing	COURSES				
		1	General Education (42 hours)			
			Area A.2			
			or MATH 1401 Elementary Statistics			
			Area C.2			
			PHIL 2030 Introduction to Ethics			
			Area D.2			
			CS 1030 Introduction to Computer Concepts			
			Skills and Knowledge (12 hours)			
		2	Area of Specialization 1 - Data Analytics			

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. Under each "PL-SLO", list out your specific

<p>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.</p>		CS 1300 - Intro to CS	I	I	
		COMP 2200 - Intro to DB	I	I	I
		COMP 3800 - Data Analytics	R	R	
		COMP 4200 - Adv DB Systems	R	R	
	3	Area of Specialization 2 - Cybersecurity			
		COMP 2300 - Fund of Comp	I	I	
		COMP 2500 - Intro to Comp Sec	I	I	I
		COMP 3400 - SNA I	R	R	
		COMP 3500 Cybersecurity	R	R	
	4	System and Network Administration			
		COMP 2300 - Fund of Comp	I	R	
		COMP 2500 - Intro to Comp Sec	I	I	I
		COMP 3400 - SNA I	R	R	
		COMP 4400 - SNA II	R	R	
	5	Area of Specialization 4 - Application Development			
		CS 1301 - CS I	I	I	
		COMP 2320 - Prin of Prog	I	I	
		COMP 3300 - App Dev I	R	R	I
	COMP 4300 - App Dev II	R	R	R	

<p>program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>		6	Experiential Learning (6 hours)				
	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.			COMP 4986 - Internship	M, A	M, A	M, A
	MASTERED: Students are expected to possess an 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.						

Appendix C - Program Maps

Bachelor of Science in Computing

Nexus in Computing - Application Development

Nexus in Computing - Cybersecurity

Nexus in Computing - System & Network Administration

Nexus in Computing - Data Analytics

2022-2023 Program Map – BS in Computing

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1113: Precalculus	4	COMP 2300: Fundamentals of Computing	3
CS 1300: Introduction to Computer Science	4	CS 1301: Computer Science I	4
*Area C.2: Humanities	3	*Area B.1: Written and Oral Communication	3
		Area B.2: Institutional Options	1
SEMESTER TOTAL	14	SEMESTER TOTAL	14
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Math 1113 C or better • One of Area B.1 or Area C.2 satisfies PHIL 4120 prerequisite 		<ul style="list-style-type: none"> • Complete ENGL 1102 C or better • Complete CS 1301 C or better • One of Area B.1 or Area C.2 satisfies PHIL 4120 prerequisite 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP 2200: Introduction to Databases	3	Area D.1: Lab Science with Lab	4
CS 2100: Introduction to Web Development	3	POLS 1101: American Government	3
MATH 1401: Elementary Statistics	3	Core Area E.4: Social Science	3
COMP 2320: Principles of Programming	3	PHIL 4120: Professional Ethics	3
HIST 1111 or 1112: World History 1 or World History II	3	COMP 2500: Introduction to Computer Security	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • All MATH requirements complete 			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C.1: Fine Arts	3	HIST 2111 or 2112: U.S. History I or U.S. History II	3
COMP 3400: System & Network Administration I	3	COMP Breadth Elective	3
COMP 3300: Application Development I	3	COMP 3800: Data Analytics	3
Area D.1: Lab Science with Lab	4	COMP Breadth Elective	3
COMP 3600: User-Centric Computing I	3	COMP Breadth Elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Area D.1 lab sciences complete 		<ul style="list-style-type: none"> Prerequisites satisfied to take appropriate COMP Depth courses 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP Breadth Elective	3	COMP Depth Course	3
COMP Depth Course	3	COMP Depth Course	3
Elective	3	Elective	3
COMP 4986: Internship	3	COMP 4982: Capstone	3
ENGL 3405: Professional and Technical Writing	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Successful completion of internship with industry partner 			

COMP Breadth Elective: select three of the following; at least two must be 3000 or above

- COMP 2350: Introduction to Digital Media
- COMP 4400: System & Network Administration II
- COMP 3310: Mobile Development
- COMP 3350: Game Development I
- COMP 2360: Physical Computing
- CS 3211: Software Engineering I
- CS 3280: Systems Programming

COMP Depth Courses: select three of the following

- COMP 3500: Cybersecurity
- COMP 4200: Advanced DB Systems

- COMP 4300: Application Development II
- COMP 4350: Game Development II
- COMP 4420: DevOps
- COMP 4500: Computer Forensics
- COMP 4600: User-Centric Computing II
- CS 4180: Advanced Web Development
- COMP 4985: Special Topics in Computing

*EITHER Area B.1 must be PHIL 2020, or Area C.2 must be one of PHIL 2010 or PHIL 2030 in order to satisfy the prerequisite for PHIL 4120.

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

Note BSC majors are only allowed one D in their major courses (i.e., with prefix COMP or CS).

Core Curriculum (A-E) can be viewed here:

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - Application Development

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1111 or MATH 1401	3	COMP 2320 Principles of Programming	3
Area D.2: CS 1030	3	Core Area E.4: Social Science	3
CS 1301: Computer Science I	4	*Area B.1: Written and Oral Communication	3
POLS 1101: American Government	3	HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 		<ul style="list-style-type: none"> Complete ENGL 1102 C or better 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP 3300: Application Development I	3	Area D.1: Lab Science	3
Area C.1: Fine Arts	3	Area B.2: Institutional Options	1
Area C.2: PHIL 2030 (Intro to Ethics)	3	COMP 4300: Application Development II	3
Area D.1: Lab Science with Lab	4	COMP 4986: Internship	6
HIST 1111 or 1112: World History 1 or World History II	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	13
Milestones		Milestones	

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - Cybersecurity

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
COMP 2300: Fundamentals of Computing	3
POLS 1101: American Government	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
Area C.1: Fine Arts	3
COMP 2500: Introduction to Computer Security	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1102 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 3400: System and Network Administration I	3
COMP 3500: Cybersecurity	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	2
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	14
Milestones	

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2022-2023 Program Map – Nexus in Computing - System & Network Admin

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
COMP 2300: Fundamentals of Computing	3
POLS 1101: American Government	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
COMP 3400: System and Network Administration I	3
COMP 2500: Introduction to Computer Security	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1102 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 4400: System and Network Administration II	3
Area C.1: Fine Arts	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	2
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	14
Milestones	

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - Data Analytics

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area B.2: Institutional Options	1
SEMESTER TOTAL	13
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
COMP 2200 Introduction to Databases	3
CS 1300: Introduction to Computer Science	4
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	16
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1102 C or better Complete CS 1300 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 3800: Data Analytics	3
COMP 4200: Advanced DB Systems	3
Area C.1: Fine Arts	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
POLS 1101: American Government	3
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	15
Milestones	

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

Note Computing Nexus majors are only allowed one D in their major courses (i.e., with prefix COMP or CS).

Core Curriculum (A-E) can be viewed here:

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Computing, B.S.

2022-2023 Undergraduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Program Type*

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

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

**School/
Department***

Department of Mathematics, Sciences, and Technology

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

Yes No

**Is this a College of
Education Program?***

Yes No

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

Yes
 No

Program Information

Program Type*

Bachelor

Program Name*

Computing, B.S.

Degree Type*

Bachelor of Science

**Program
Description***

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

Program Location*

Carrollton Online

Status*

Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
- Online Only
- Hybrid

Curriculum Information

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

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

Type of Program*

- Program
- Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

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

Core Area A.2:

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

Pre-requisite for PHIL 4120

Students must take one of the following to satisfy either their Area B.1 OR Area C.2 requirements:

Core Area B.1:

PHIL 2020 Critical Thinking

Core Area C.2:

PHIL 2010 Introduction to Philosophy
PHIL 2030 Introduction to Ethics

Core Area D.2:

MATH 1401 Elementary Statistics

Core Area F - Major Specific Courses: 18 Hours

MATH 1113 Precalculus
[Right] required (1 of 4)^{81/432}

CS 1300 Introduction to Computer Science
CS 1301 Computer Science I
CS 2100 Introduction to Web Development
COMP 2200 Introduction to Databases
COMP 2320 Principles of Programming
[Right] (must earn C or better)
[Before]OR
CS 1302 Computer Science II
[Right] (must earn C or better)

Supporting Courses: 6 hours

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

Major Required Breadth Courses: 18 hours

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

COMP 2300 Fundamentals of Computing
COMP 2500 Introduction to Computer Security
COMP 3300 Application Development I
COMP 3400 System and Network Administration I
COMP 3600 User-Centric Computing I
COMP 3800 Data Analytics

Major Elective Breadth Courses: 12 hours

Choose four courses from this section.

COMP 2350 Introduction to Digital Media
COMP 2360 Physical Computing
COMP 3310 Mobile Development
COMP 3350 Game Development I
COMP 4400 System and Network Administration II
CS 3211 Software Engineering I
CS 3280 Systems Programming

Major Depth Courses: 9 hours

Choose three courses from this section.

COMP 3500 Cybersecurity
COMP 4200 Advanced Database Systems
COMP 4300 Application Development II
COMP 4350 Game Development II
COMP 4420 DevOps
COMP 4500 Computer Forensics
COMP 4600 User-Centric Computing II
COMP 4985 Special Topics in Computing
CS 4180 Advanced Web Development

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

COMP 4982 Capstone Project
[Right] (writing-intensive course, required)
COMP 4986 Internship
[Right] (may be taken a second time for a total of 6 hours)

General Electives: 6-9 hours

Specific Requirements for a B.S. Degree in Computing

1. Students must sign the Program's "Student Program Notification" form in order to declare a major in Computing. 2. Students must obtain an academic advisor in the Computing Program during the semester when declaring a major in Computing. 3. Students are allowed only one "D" in the Computing or Computer Science courses used to satisfy the major. 4. Students must complete the science major option of Core Area D 5. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.

Justification and Assessment

Rationale* The University of West Georgia and the College of Arts, Culture, and Scientific Inquiry seek to increase enrollment by leveraging the industry growth of the Computing fields. The Bachelor of Science in Computing (BSC) will engage students in a broad range of computing and computing-related disciplines, producing graduates who are nimble and can adapt to the rapidly-changing Computing sector.

This program will differ from the existing BS in Computer Science (BSCS) in that the BSCS is focused on software development, backed by CS theory, producing graduates who are specialists in that (still growing) sector.

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

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal*

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

Program Map*


- I have attached the Program Map.

Assessment Plan*

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

Curriculum and Assessment Map*

- I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through ^{85/107} faculty governance process.

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

2022-2023 Program Map – BS in Computing

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1113: Precalculus	4	COMP 2300: Fundamentals of Computing	3
CS 1300: Introduction to Computer Science	4	CS 1301: Computer Science I	4
*Area C.2: Humanities	3	*Area B.1: Written and Oral Communication	3
		Area B.2: Institutional Options	1
SEMESTER TOTAL	14	SEMESTER TOTAL	14
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Math 1113 C or better • One of Area B.1 or Area C.2 satisfies PHIL 4120 prerequisite 		<ul style="list-style-type: none"> • Complete ENGL 1102 C or better • Complete CS 1301 C or better • One of Area B.1 or Area C.2 satisfies PHIL 4120 prerequisite 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP 2200: Introduction to Databases	3	Area D.1: Lab Science with Lab	4
CS 2100: Introduction to Web Development	3	POLS 1101: American Government	3
MATH 1401: Elementary Statistics	3	Core Area E.4: Social Science	3
COMP 2320: Principles of Programming	3	PHIL 4120: Professional Ethics	3
HIST 1111 or 1112: World History 1 or World History II	3	COMP 2500: Introduction to Computer Security	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • All MATH requirements complete 			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C.1: Fine Arts	3	HIST 2111 or 2112: U.S. History I or U.S. History II	3
COMP 3400: System & Network Administration I	3	COMP Breadth Elective	3
COMP 3300: Application Development I	3	COMP 3800: Data Analytics	3
Area D.1: Lab Science with Lab	4	COMP Breadth Elective	3
COMP 3600: User-Centric Computing I	3	COMP Breadth Elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Area D.1 lab sciences complete 		<ul style="list-style-type: none"> Prerequisites satisfied to take appropriate COMP Depth courses 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP Breadth Elective	3	COMP Depth Course	3
COMP Depth Course	3	COMP Depth Course	3
Elective	3	Elective	3
COMP 4986: Internship	3	COMP 4982: Capstone	3
ENGL 3405: Professional and Technical Writing	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Successful completion of internship with industry partner 			

COMP Breadth Elective: select three of the following; at least two must be 3000 or above

- COMP 2350: Introduction to Digital Media
- COMP 4400: System & Network Administration II
- COMP 3310: Mobile Development
- COMP 3350: Game Development I
- COMP 2360: Physical Computing
- CS 3211: Software Engineering I
- CS 3280: Systems Programming

COMP Depth Courses: select three of the following

- COMP 3500: Cybersecurity
- COMP 4200: Advanced DB Systems

- COMP 4300: Application Development II
- COMP 4350: Game Development II
- COMP 4420: DevOps
- COMP 4500: Computer Forensics
- COMP 4600: User-Centric Computing II
- CS 4180: Advanced Web Development
- COMP 4985: Special Topics in Computing

*EITHER Area B.1 must be PHIL 2020, or Area C.2 must be one of PHIL 2010 or PHIL 2030 in order to satisfy the prerequisite for PHIL 4120.

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- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE							
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Mathematics, Sciences, and Technology			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	BS in Computing	COURSES	Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	Communicate effectively in a variety of professional contexts.	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
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	Area F (18 hours)						
		2	Math 1113 - Precalc	I					
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		3	CS 1300 - Intro to CS	I	I				
	<u>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.</u>	4	CS 1301 - CS I	I	I				
		5	COMP 2320 - Prin of Prog or CS 1302 - CS II	I	I				
		6	CS 2100 - Intro Web	I	I		I		
		7	COMP 2200 - Intro to DB	I	I		I		
	<u>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.</u>	8	Supporting courses (6 hours)						
		9	ENGL 3405 - Prof & Tech Writing			R			
		10	PHIL 4120 - Professional Ethics				R		
		11	Required Breadth Courses (18 hours)						
		12	COMP 2300 - Fund of Comp	I	R				
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.	<u>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.</u>	13	COMP 2500 - Intro to Comp Sec	I	I	I	R		
		14	COMP 3600 - UCC I	R	R	R	I	I	
		15	COMP 3300 - App Dev I	R	R			I	
		16	COMP 3400 - SNA I	R	R	R	R		
		17	COMP 3800 - Data Analytics	R		R			
		18	Elective Breadth (12 hours)						
		19	COMP 2350 - Intro to Digital Media	I	I				
		20	COMP 2360 - Physical Computing	I	I				
		21	COMP 3310 - Mobile Dev	I	R	R		R	
		22	CS 3211 - SE I	R	R	I			
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	23	CS 3280 - Systems Prog	R	I				
		24	COMP 3350 - Game Dev I	R	R		I		
		25	COMP 4400 - SNA II	M	M	R	R		
		26	Depth Courses (9 hours)						
		27	COMP 3500 Cybersecurity	R	R	R	R		
		28	COMP 4200 - Adv DB Systems	M	M		R		
		29	COMP 4300 - App Dev II	M	M			R	
		30	COMP 4350 - Game Dev II	R	R	R	R	R	
		31	COMP 4420 - DevOps	M	M	R			
		32	COMP 4500 - Computer Forensics	R	R		R		
		33	COMP 4600 - UCC II	R	R	R	R	R	
		34	CS 4180 - Adv Web Dev	R	R				
		35	Required HIP & Prof Prep (6-9 hours)						
		36	COMP 4982 - Capstone Proj - Required	M, A	M, A	M, A	M, A	M, A	



37	COMP 4986 - Internship			R	R	R
----	------------------------	--	--	---	---	---

Bachelor of Science (BS Computing

Student Learning Outcome

SLO-1: Analyze a complex

SLO-2: Design, implement, and

SLO-3: Communicate effectively

SLO-4: Recognize professional

SLO-5: Function effectively as a

All outcomes

All outcomes

;))

Measure/Method

Each Spring semester students in COMP 4982 (Capstone Project)

Each Spring semester students in COMP 4982 (Capstone Project)

Each Spring semester students in COMP 4982 (Capstone Project)

Each Spring semester students in COMP 4982 (Capstone Project)

Each Spring semester students in CS 4982 (Computing Capstone)

Every semester there are graduating seniors, the Dept. Chair

Every two years the Dept. hosts an Industry Advisory Board,

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

Computing, Nexus

2022-2023 Undergraduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Program Type*

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

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

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

Is this a College of Education Program?* Yes No

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

Program Information

Program Type*

Program Name*

Degree Type*

Program Description* The Nexus in Computing will serve students, including adult-learners, who wish to re-tool their career by gaining applied knowledge and skills in one of four areas of Computing: Data Analytics, Cybersecurity, System and Network Administration, or Application Development.

Program Location*

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
- Online Only
- Hybrid

Curriculum Information

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

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

Type of Program*

- Program
- Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

General Education: 42 hours

Core Area A.2

MATH 1111 College Algebra
[Before]OR
MATH 1401 Elementary Statistics

Core Area C.2

PHIL 2030 Introduction to Ethics

Core Area D.2

CS 1030 Introduction to Computer Concepts

Skills and Knowledge: 12 hours

Choose one area of specialization

Data Analytics

CS 1300 Introduction to Computer Science
COMP 2200 Introduction to Databases
COMP 3800 Data Analytics
COMP 4200 Advanced Database Systems

Data Analytics Area A.2 requirement

Cybersecurity

COMP 2300 Fundamentals of Computing

COMP 2500 Introduction to Computer Security

COMP 3400 System and Network Administration I

COMP 3500 Cybersecurity

System and Network Administration

COMP 2300 Fundamentals of Computing

COMP 2500 Introduction to Computer Security

COMP 3400 System and Network Administration I

COMP 4400 System and Network Administration II

Application Development

CS 1301 Computer Science I

COMP 2320 Principles of Programming

COMP 3300 Application Development I

COMP 4300 Application Development II

Experiential Learning: 6 hours

COMP 4986 Internship

[Right] (6 hours)

Justification and Assessment

Rationale* This Nexus Degree is being proposed simultaneously with the Bachelor of Science in Computing (BSC) and, like the BSC, is being offered in order to expand UWG's offerings in the Computing field with the goal of increasing enrollment. Approval of the BSC would approve all the courses needed for the Nexus, allowing UWG the flexibility

of offering the Nexus without the overhead creating additional courses.

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

1. Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.
2. Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.
3. Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


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

Program Map* I have attached the Program Map.

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

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

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

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

2022-2023 Program Map – Nexus in Computing - Application Development

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
CS 1301: Computer Science I	4
POLS 1101: American Government	3
SEMESTER TOTAL	16
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
COMP 2320 Principles of Programming	3
Core Area E.4: Social Science	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1102 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 3300: Application Development I	3
Area C.1: Fine Arts	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	1
COMP 4300: Application Development II	3
COMP 4986: Internship	6
SEMESTER TOTAL	13
Milestones	

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

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - Cybersecurity

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
COMP 2300: Fundamentals of Computing	3
POLS 1101: American Government	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
Area C.1: Fine Arts	3
COMP 2500: Introduction to Computer Security	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1102 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 3400: System and Network Administration I	3
COMP 3500: Cybersecurity	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	2
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	14
Milestones	

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- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - Data Analytics

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area B.2: Institutional Options	1
SEMESTER TOTAL	13
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
COMP 2200 Introduction to Databases	3
CS 1300: Introduction to Computer Science	4
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	16
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1102 C or better Complete CS 1300 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 3800: Data Analytics	3
COMP 4200: Advanced DB Systems	3
Area C.1: Fine Arts	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
POLS 1101: American Government	3
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	15
Milestones	

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

2022-2023 Program Map – Nexus in Computing - System & Network Admin

YEAR 1

TERM 1	
Course	Credits
ENGL 1101: English Composition I	3
MATH 1111 or MATH 1401	3
Area D.2: CS 1030	3
COMP 2300: Fundamentals of Computing	3
POLS 1101: American Government	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101 C or better Complete Math 1111 or 1401 C or better 	

TERM 2	
Course	Credits
ENGL 1102: English Composition II	3
COMP 3400: System and Network Administration I	3
COMP 2500: Introduction to Computer Security	3
*Area B.1: Written and Oral Communication	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3
SEMESTER TOTAL	15
Milestones	
<ul style="list-style-type: none"> Complete ENGL 1102 C or better 	

YEAR 2

TERM 1	
Course	Credits
COMP 4400: System and Network Administration II	3
Area C.1: Fine Arts	3
Area C.2: PHIL 2030 (Intro to Ethics)	3
Area D.1: Lab Science with Lab	4
HIST 1111 or 1112: World History 1 or World History II	3
SEMESTER TOTAL	16
Milestones	

TERM 2	
Course	Credits
Area D.1: Lab Science	3
Area B.2: Institutional Options	2
Core Area E.4: Social Science	3
COMP 4986: Internship	6
SEMESTER TOTAL	14
Milestones	

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

Note Computing Nexus majors are only allowed one D in their major courses (i.e., with prefix COMP or CS).

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- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

CURRICULUM MAPPING TEMPLATE

<p>INSTRUCTIONS</p> <p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p>	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	Mathematics, Sciences, and Technology			PL-SLO 1	PL-SLO 2	PL-SLO 3	
	PROGRAM:	Nexus in Computing		COURSES	Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.	Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.	Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.	
<p>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.</p>			1	General Education (42 hours)				
				Area A.2				
				MATH 1111 College Algebra or MATH 1401 Elementary				
				Area C.2				
				PHIL 2030 Introduction to Ethics				
				Area D.2				
				CS 1030 Introduction to Computer Concepts				
				Skills and Knowledge (12 hours)				
				2	Area of Specialization 1 - Data Analytics			
				CS 1300 - Intro to CS	I	I		
				COMP 2200 - Intro to DB	I	I	I	
				COMP 3800 - Data Analytics	R	R		
				COMP 4200 - Adv DB Systems	R	R		
				3	Area of Specialization 2 - Cybersecurity			
				COMP 2300 - Fund of Comp	I	I		
				COMP 2500 - Intro to Comp Sec	I	I	I	
				COMP 3400 - SNA I	R	R		
				COMP 3500 Cybersecurity	R	R		
				4	Area of Specialization 3 - System and Network			
				COMP 2300 - Fund of Comp	I	R		
				COMP 2500 - Intro to Comp Sec	I	I	I	
				COMP 3400 - SNA I	R	R		
				COMP 4400 - SNA II	R	R		
				5	Area of Specialization 4 - Application Development			
				CS 1301 - CS I	I	I		
<p>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.</p>								

<p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>		COMP 2320 - Prin of Prog	I	I		
		COMP 3300 - App Dev I	R	R	I	
		COMP 4300 - App Dev II	R	R	R	
		6 Experiential Learning (6 hours)				
	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.		COMP 4986 - Internship	M, A	M, A	M, A
	MASTERED: <u>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.</u>					
		**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.				

Nexus Degree Computing

Student Learning Outcome
SLO-1: Demonstrate knowledge of the selected computing concentration to identify solutions to a computing problem under guidance.
SLO-2: Demonstrate professional skills in implementing solutions to a computing problem in the selected computing concentration under guidance.

SLO-3: Demonstrate the ability to function effectively as a member of a team engaged in activities appropriate to the selected computing concentration.

All outcomes

All outcomes

Measure/Method

Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. For this outcome, each student's work is evaluated based on the student's demonstration of their knowledge in understanding and analyzing the problem given and presenting a solution to the problem under the guidance provided. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.

Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. For this outcome, each student's project work is evaluated based on the student's ability to implement their solution under the guidance provided. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.

Students in COMP 4986 (Internship) complete an internship in their area of specialization. As a part of this students will be required to write a detailed internship experience report where they will detail items such as the problem (tasks) they were given, proposed solutions, implementation of the solution, technical duties and accomplishments, and leadership and team activities. Each student's performance is evaluated based on the level of contribution to the success of the solution, and on the effectiveness of engagement in the process. To achieve a rubric score of 3 (Exceeded Expectations), students must achieve 90% or more of required tasks according to given standards; to achieve a rubric score of 2 (Met), students must achieve 70% - 90% of required tasks according to given standards; students achieving less than 70% of required tasks according to standards achieve a rubric score of 1 (Not Met). The rubric score is used as the data point for assessment. Data is reported as the percentage of students achieving the success criterion, which is a rubric score of 2 or better, for the cycle.

Every semester there are students completing the nexus from the program, the Dept. Chair conducts one-on-one exit interviews with them, soliciting feedback in three areas:

1. Curriculum
2. Faculty
3. Facilities, Equipment, Software

This feedback is used to create action items for continuous

Every two years the Dept. hosts an Industry Advisory Board, consisting of program faculty and staff and industry representatives from companies that hire our graduates. Feedback solicited from the industry representatives includes:

- desired capabilities of entry-level hires
- perceived strengths and weaknesses of Nexus Computing students
- how to better prepare the students

Success Criterion	AYX X	Interpretation & Use of Results	Improvement Plan
70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).			
70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).			

70% of students will achieve a Rubric score of 2 or better (Met Expectations or Exceeded Expectations).

Indirect assessment tool.

Indirect assessment tool.

COMP - 2200 - Introduction to Databases

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

Course Number*

Course Title*

Long Course Title

Course Type*

Catalog Course Description* This course introduces the fundamentals of database systems. Topics include database design, implementation, and manipulation in a traditional database system, such as a relational database system.

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

Is this a variable credit hour course? * Yes No

Lec Hrs*

Lab Hrs*

Credit Hrs*

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Demonstrate understanding of integrity constraints in relational databases.
2. Create a relational database with appropriate constraints in a given relational database system using SQL.
3. Design a database in a high-level model based on given user requirements.
4. Manipulate data in a relational database using SQL.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 2200

Course Title: Introduction to Databases

Credit Hours: 2/2/3

Requisites

- Prerequisites: none
- Corequisites: none

Course Description

This course introduces the fundamentals of database systems. Topics include database design, implementation, and manipulation in a traditional database system, such as a relational database system.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Demonstrate understanding of integrity constraints in relational databases.
2. Create a relational database with appropriate constraints in a given relational database system using SQL.
3. Design a database in a high-level model based on given user requirements.
4. Manipulate data in a relational database using SQL.

Materials

No required textbook(s). Online resources will be provided.

- (optional) Andy Oppel, Database DeMYSTiFied, 2/E, McGraw-Hill Osborne Media, ISBN: 0071747990. Amazon link:
<http://www.amazon.com/Databases-DeMYSTiFieD-Edition-Andy-Oppel/dp/0071747990>

Schedule

- Week 1 - Introduction
- Weeks 2 - 5 - Relational Databases
 - Relational data model
 - integrity constraints
- Week 6-11 - SQL
 - Data Definition Language (DDL)
 - Data Manipulation Language (DML)
 - subqueries
 - inner joins
 - outer joins
 - set operations
 - aggregate functions
- Week 12 - 15- DB Modeling
 - DB design using Entity-Relationship Data Model

- ERD to relationship schema mapping

Evaluation

- In-class assignments - 5%
- Quizzes - 5%
- Homework - 30%
- 3 Exams - 60%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 2300 - Fundamentals of Computing

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 2300

Course Title* Fundamentals of Computing

Long Course Title

Course Type*

Computing

Catalog Course Description* This course provides a broad survey of computer systems. It covers topics such as basics of computer architecture and organization, operating systems, computer networking, programming, mobile and web development.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Understand binary and hexadecimal numeral systems and represent data in binary and/or hexadecimal.
2. Describe how a picture, sound/song, and video are digitized and represented in a computer.
3. Describe how the low-level data communications and subsequent abstractions allow networked hosts and applications to communicate across networks.
4. Compare and contrast different operating systems.
5. Express the design of a program using representations such as flowcharts and pseudocode.
6. Write simple programs that use variables, conditional control structures, and repetition control structures.
7. Edit, compile/run, test, and debug a program.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

Course Number: COMP 2300

Course Title: Fundamentals of Computing

Credit Hours: 2/2/3

Requisites

- Prerequisites: none
- Corequisites: none

Course Description

This course provides a broad survey of computer systems. It covers topics such as basics of computer architecture and organization, operating systems, computer networking, programming, mobile and web development.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Understand binary and hexadecimal numeral systems and represent data in binary and/or hexadecimal.
2. Describe how a picture, sound/song, and video are digitized and represented in a computer.
3. Describe how the low-level data communications and subsequent abstractions allow networked hosts and applications to communicate across networks.
4. Compare and contrast different operating systems.
5. Express the design of a program using representations such as flowcharts and pseudocode.
6. Write simple programs that use variables, conditional control structures, and repetition control structures.
7. Edit, compile/run, test, and debug a program.

Materials

Jeffrey Elkner, Allen B. Downey, and Chris Meyers. *How to Think Like a Computer Scientist*. Free Software Foundation, Inc. Runestone Academy.

Linda Null and Julia Lobur. *Essentials of Computer Organization and Architecture*. Jones and Bartlett Learning. (Available through O'Reilly for Higher Education).

Paul D. Crutcher, Neeraj Kumar Singh, Peter Tiegs. *Essential Computer Science: A Programmer's Guide to Foundational Concepts*. Apress (Available through O'Reilly for Higher Education).

Schedule

- Week 1-4: Algorithmic foundation
 - Algorithmic problem solving
 - Flowcharts and pseudocode
 - Variables, conditional statements, and loops using Python
 - syntax, runtime, and semantic errors

- debugging
- Week 5: Computer Systems
 - The main components of a computer, computing devices, computer-level hierarchy, von Neumann systems
- Week 6-7: Data Representation
 - Binary and hexadecimal number systems, representation of numeric and textual information
 - Representation of images and sound
 - Basics of Boolean logic and Boolean algebra, gates and circuits
- Week 8-9: Control
 - CPU basics and Organization, I/O subsystems, memory organization
 - Assemblers
 - Example architectures, e.g. Intel, MIPS, Java Virtual Machine
- Week 10-11: System software
 - Operation systems, example operating systems
 - Programming tools, high-level programming languages and software
- Week 12: Computer networks and distributed systems
 - Network protocols
 - Network organization
 - Client-server model
- Week 13-15: Fundamentals of web development
 - The Internet & web,
 - back-end, front-end development
 - HTML, CSS, JavaScript
 - Website hosting

Evaluation

- Homework - 23%
- Hands-on assignments - 23%
- 3 exams - 54% (18% each)

Grading scale

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

Institutional Policies

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

COMP - 2320 - Principles of Programming

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 2320

Course Title* Principles of Programming

Long Course Title

Course Type*

Computing

Catalog Course Description* This course introduces object-oriented concepts. Topics include classes, objects, encapsulation, inheritance, and interfaces. Additional topics may include File I/O, Graphical User Interfaces, and related tools and technologies.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites CS 1301

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions CS 1301 with minimum grade of C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Demonstrate understanding of Object-Oriented programming concepts.
2. Design, implement, test, and debug a program using Object-Oriented techniques.
3. Apply the best practices of Object-Oriented design, such as low coupling, high cohesion, and fundamental design patterns in the development of a software program.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

Course Number: COMP 2320

Course Title: Principles of Programming

Credit Hours: 2/2/3

Requisites

- Prerequisites: CS1301 (C or better)
- Corequisites: none

Course Description

This course introduces object-oriented concepts. Topics include classes, objects, encapsulation, inheritance, and interfaces. Additional topics may include File I/O, Graphical User Interfaces, and related tools and technologies.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Demonstrate understanding of Object-Oriented programming concepts.
2. Design, implement, test, and debug a program using Object-Oriented techniques.
3. Apply the best practices of Object-Oriented design, such as low coupling, high cohesion, and fundamental design patterns in the development of a software program.

Materials

Introduction to Computer Science by Bradley Kjiell,
<https://chortle.ccsu.edu/java5/index.html>

Schedule

- Week 1-2: Objects and Classes
 - Objects, classes, data members, methods
 - Method signature, parameters, overloading
 - Encapsulation, visibility modifiers
 - Object parameters, objects data members
- Week 3-5: File Input and Output, Exceptions
 - File formats, text files
 - File classes
 - Writing and reading text files
 - Exceptions, exception handling
- Week 6: Formatted output
 - Wrapper classes
 - String manipulation
 - Formatted output
- Week 7: Debugging
 - Debug perspective of IDE

- Breakpoints, step commands, inspecting variables
- Call stack
- Week 8: Inheritance
 - Single-inheritance, class hierarchies
 - Constructors in inheritance
 - Method overriding
- Week 9: Abstract classes
 - Abstract classes and methods
- Week 10: Polymorphism
- Week 11: Interfaces
 - Defining and using interfaces
- Week 12: Collections
 - Collection classes and interfaces
 - Iterating over collections
- Week 13-15: Graphics User Interfaces
 - Model-View-Controller pattern
 - Buttons, labels, text fields
 - Events, event-driven programming

Evaluation

- Lab assignments - 25%
- 3 projects - 30% (10% each)
- 3 exams - 45% (15% each)

Grading scale

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

Institutional Policies

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

COMP - 2350 - Introduction to Digital Media

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 2350

Course Title* Introduction to Digital Media

Long Course Title

Course Type*

Computing

Catalog Course Description* This course introduces the creation and modification of different types of digital media. Topics include techniques and tools in digital media content development including images, audio, video, web multimedia.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Create and manipulate multimedia content such as digital images, web pages, and videos using appropriate software tools.
2. Apply good design elements and principles in multimedia creation and development.
3. Present and describe digital media industry career opportunities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

Course Number: COMP 2350

Course Title: Introduction to Digital Media

Credit Hours: 2/2/3

Requisites

- Prerequisites: none
- Corequisites: none

Course Description

This course introduces the creation and modification of different types of digital media. Topics include techniques and tools in digital media content development including images, audio, video, web multimedia.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Create and manipulate multimedia content such as digital images, web pages, and videos using appropriate software tools.
2. Apply good design elements and principles in multimedia creation and development.
3. Present and describe digital media industry career opportunities.

Materials

- S. Dey. *Hands-On Image Processing with Python*. Packt Publishing. November 2018.
- O. Baechler and X. Greer. *Blender 3D By Example - Second Edition*. Packt Publishing. May 2020.
- T. Hillerson. *Programming Sound with Pure Data*. Pragmatic Bookshelf. January 2014.
- A. Brito. *Blender for Video Production Quick Start Guide*. Packt Publishing. November 2018.

Schedule

- Week 1: Introduction
- Week 2-3: Raster Images & Processing
- Week 4: Vector Images
- Week 5 - 7: 3D Modeling
- Week 8: Exam review & exam
- Week 9: Audio Synthesis
- Week 10-11: Digital audio recording
- Weeks 12-13: Video and streaming
- Week 14: Copyright, Industry & Careers
- Week 15: Exam review & exam

Evaluation

- 6 projects - 60%
- 2 exams - 40%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 2360 - Physical Computing

2022-2023 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 2360

Course Title* Physical Computing

Long Course Title

Course Type*

Computing

Catalog Course Description* Introduction to physical computing technologies and applications such as Internet-of-Things and wearable devices, including processing digital and analog sensor data, inter-device communication, Internet connectivity, and UX (user eXperience) issues.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 2300 OR CS 1300 OR CS 1301

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions COMP 2300 minimum grade C
OR
CS 1300 minimum grade C
OR
CS 1301 minimum grade C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such

open graduation, students will find employment in high demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Select the appropriate electronic components for given operations.
2. Understand how a microcontroller works and its applications in the real world.
3. Use a microcontroller to communicate with sensors and motors.
4. Apply problem solving skills in creating a solution to a given problem.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 2360

Course Title: Physical Computing

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2300 (C or better) OR CS 1300 (C or better) OR CS 1301 (C or better)
- Corequisites: none

Course Description

Introduction to physical computing technologies and applications such as Internet-of-Things and wearable devices, including processing digital and analog sensor data, inter-device communication, Internet connectivity, and UX (user eXperience) issues.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Select the appropriate electronic components for given operations.
2. Understand how a microcontroller works and its applications in the real world.
3. Use a microcontroller to communicate with sensors and motors.
4. Apply problem solving skills in creating a solution to a given problem.

Materials

A. King. *Programming the Internet of Things*. O'Reilly Media, Inc. June 2021

Schedule

- Week 1: Introduction to Raspberry Pi
- Week 2: Raspberry Pi: Linux basics
- Week 3: Raspberry Pi: reading sensors
- Week 4: Raspberry Pi: controlling actuators
- Week 5: Raspberry Pi: image acquisition and manipulation
- Week 6: Introduction to IoT
- Week 7: IoT: Data Simulation
- Week 8: Exam review & Exam
- Week 9: IoT: Data Emulation
- Week 10: IoT: Data Management
- Week 11: IoT: publisher/subscriber protocols
- Week 12: IoT: client-server protocols
- Weeks 13-14: student projects & demos
- Week 15: Exam review & exam

Evaluation

- 6 assignments - 60%
- 1 projects - 20%
- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 2500 - Intro to Computer Security

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course?* Yes No

Is this an Honors College course?* Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 2500

Course Title* Intro to Computer Security

Long Course Title Introduction to Computer Security

Course Type*

Computing

Catalog Course Description* This course introduces the fundamentals of computer security in protection of modern computer systems. Topics include hardware and software components of modern computer systems, various security vulnerabilities and threats, and security practices and measures to safeguard against these threats.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 2300

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Understand fundamentals of network protocols, and services, and the network security issues.
2. Describe how the low-level data communications and subsequent abstractions allow networked hosts and applications to communicate across the internet.
3. Understand common software and web security issues and approaches to mitigating them.
4. Explain how various attacks work.
5. Apply security practices to patch security vulnerabilities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 2500

Course Title: Introduction to Computer Security

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2300
- Corequisites: none

Course Description

This course introduces the fundamentals of computer security in protection of modern computer systems. Topics include hardware and software components of modern computer systems, various security vulnerabilities and threats, and security practices and measures to safeguard against these threats.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Understand fundamentals of network protocols, and services, and the network security issues.
2. Describe how the low-level data communications and subsequent abstractions allow networked hosts and applications to communicate across the internet.
3. Understand common software and web security issues and approaches to mitigating them.
4. Explain how various attacks work.
5. Apply security practices to patch security vulnerabilities.

Materials

Textbook(s)

- Wenliang Du. Computer & Internet Security: A Hands-on Approach, 2nd Edition, ISBN-10 : 1733003932

Amazon Link:

<https://www.amazon.com/gp/product/1733003932/>

Schedule

- Week 1 - Introduction and network basics
- Weeks 2 - 4 - Internet security
 - Network Security basics
 - Attacks at various layers (MAC, Network, and Transport layers)
 - DNS and attacks
 - BGP routing and attacks

- Week 5 - 10 - Software security:
 - Unix Security Basics and Privileged programs (Set-UID programs) and vulnerabilities
 - Buffer Overflow vulnerability and attack
 - Return-to-libc attack
 - Race Condition vulnerability and attack
 - Dirty COW attack
 - Meltdown and Spectre attack (hardware vulnerability)
 - Shellshock attack
- Week 11 -15 - Web security
 - Web security basics
 - Cross-Site Scripting Attack
 - Cross-Site Request Forgery Attack
 - SQL-Injection Attack
 - Click-Jacking Attack

Evaluation

- Lab assignments - 50%
- Quizzes - 10%
- 2 exams - 40%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3300 - Application Development I

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

Course Number* 3300

Course Title* Application Development I

Long Course Title

Course Type*

Catalog Course Description* This course introduces students to the effective practices, principles, and patterns of software development and testing.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 2320 OR CS 1302

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions COMP 2320 minimum grade of C
OR
CS 1302 minimum grade of C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Apply current best practices in the construction of a software system consisting of several classes/modules.
2. Demonstrate the ability to use IDEs, including debuggers, unit testing frameworks, distributed version control, and other tools in the design, development, and testing of a software system.
3. Apply an iterative, incremental development process in the life cycle of a software program.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

Course Number: COMP 3300

Course Title: Application Development I

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2320 (C or better) or CS 1302 (C or better)
- Corequisites: none

Course Description

This course introduces students to the effective practices, principles, and patterns of software development and testing.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Apply current best practices in the construction of a software system consisting of several classes/modules.
2. Demonstrate the ability to use IDEs, including debuggers, unit testing frameworks, distributed version control, and other tools in the design, development, and testing of a software system.
3. Apply an iterative, incremental development process in the life cycle of a software program.

Materials

Textbook(s)

Larman, Craig (2004). Applying UML and Patterns: An Introduction to Object-Oriented Analysis and Design and Interactive Development ,3rd Edition. Pearson

Schedule

- Week 1: Introduction
- Week 2: Debuggers
- Week 3: Version Control
- Week 4: Graphics Frameworks
- Week 5: Unit Testing
- Weeks 6-8: Use Cases and Requirements
- Week 9-11: UML and Applications with OO Hierarchy
- Weeks 12-15: Design Patterns and Useability Testing

Evaluation

- 8 assignments - 40%
- 8 projects - 60%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3310 - Mobile Development

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3310

Course Title* Mobile Development

Long Course Title

Course Type*

Computing

Catalog Course Description* This course introduces the fundamentals in the design, implementation, and distribution of mobile applications. Topics include mobile device architecture, software engineering, user interface design, and app distribution.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 3300

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Design and create mobile user interfaces for a mobile platform such as Android or IOS.
2. Access and manipulate data in a database from mobile apps.
3. Use other features such as networking, location-based services, and the sensors.
4. Publish apps to the appropriate app stores.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 3310

Course Title: Mobile Development

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3300
- Corequisites: none

Course Description

This course introduces the fundamentals in the design, implementation, and distribution of mobile applications. Topics include mobile device architecture, software engineering, user interface design, and app distribution.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Design and create mobile user interfaces for a mobile platform such as Android or IOS.
2. Access and manipulate data in a database from mobile apps.
3. Use other features such as networking, location-based services, and the sensors.
4. Publish apps to the appropriate app stores.

Materials

Textbook(s): None required

Technology regarding mobile development changes rapidly. It is easier and more useful to read current articles and use the web as opposed to a textbook.

Recommended

Mobile Development with .NET: Build cross-platform mobile applications with Xamarin.Forms 5 and ASP.NET Core 5, 2nd Edition by Can Bilgin
ISBN-13: 978-1800204690

Software:

Xamarin <https://dotnet.microsoft.com/apps/xamarin>

Schedule

- Week 1: Introduction to Mobile Computing and Xamarin
- Week 2: Factors in Developing Mobile Applications; More Xamarin
- Week 3: UIs in mobile applications
- Week 4: Storing and retrieving data
- Week 5: Communication via network and the web
- Week 6: Telephony
- Week 7: Project 1 Presentations

- Week 8: Graphics
- Week 9: Multimedia
- Week 10: Location
- Week 11: Android and iOS with Xamarin; cross platform considerations
- Week 12: Security and hacking
- Week 13: Packing and deploying; performance best practices
- Week 14: Group work week
- Week 15: Project 2 presentations

Evaluation

- Projects (2) - 45%
- Labs (6) - 30%
- Quizzes (4) - 10%
- Presentations (2) - 10%
- Class participation - 5%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3350 - Game Development I

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3350

Course Title* Game Development I

Long Course Title

Course Type*

Computing

Catalog Course Description* This course introduces the process of the design and development of video games. Topics include game history, game styles, game components, game evaluation and analysis, and game development using a modern game engine and programming language.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

*

graduation.*

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

Prerequisites CS 1301

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions CS 1301 minimum grade of C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Identify game components.
2. Describe game development processes.
3. Understand event driven programming and create and trigger events (e.g. object collisions, triggers, and timed events) in a game.
4. Create 2D games using a game engine such as GameMaker.
5. Develop a video game test plan and evaluate a game based on that plan.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 3350

Course Title: Game Development I

Credit Hours: 2/2/3

Requisites

- Prerequisites: CS 1301 (C or better)
- Corequisites: none

Course Description

This course introduces the process of the design and development of video games. Topics include game history, game styles, game components, game evaluation and analysis, and game development using a modern game engine and programming language.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Identify game components.
2. Describe game development processes.
3. Understand event driven programming and create and trigger events (e.g. object collisions, triggers, and timed events) in a game.
4. Create 2D games using a game engine such as GameMaker.
5. Develop a video game test plan and evaluate a game based on that plan.

Materials

Textbook

The Art of Game Design: A Book of Lenses 3rd edition by Jesse Schell
ISBN-13: 978-1138632059

Software

GameMaker Studio 2 <https://www.yoyogames.com/en/gamemaker>

Schedule

- Week 1: Introduction; What is a game?
- Week 2: Game Genres; Introduction to GameMaker
- Week 3: Game objects
- Week 4: Principles of Game Design, Goals, Immersion
- Week 5: Game 1 presentations
- Week 6: Gameplay; Challenges; Storytelling
- Week 7: Level design
- Week 8: Images (raster vs. vector); sprite animation
- Week 9: Collision detection
- Week 10: Game 2 presentations

- Week 11: Path planning
- Week 12: Play testing
- Week 13-14: Group work on game
- Week 15: Game 3 presentations

Evaluation

- Game Assignments (3) 60%
- Labs (3-5) 15%
- Game evaluations (1) 5%
- Presentations (3) 15%
- Class participation 5%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3400 - System and Network Admin I

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3400

Course Title* System and Network Admin I

Long Course Title System and Network Administration I

Course Type*

Computing

Catalog Course Description* This course covers the fundamentals of network and operating system theory and practice. Topics include the TCP/IP protocol stack, routing, basic OS administration, and basic network services.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 2300

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Configure a multi-user system with users, groups, and permissions.
2. Configure a local area network with naming and discovery services.
3. Given a host name, determine the steps taken to resolve its network address.
4. Understand link, network, transport, and application layer protocols.
5. Understand routing algorithms such as NAT and subnet-based routing.
6. Summarize professional, ethical, and/or social issues related to system and network administration.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 3400

Course Title: System & Network Administration I

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2300
- Corequisites: none

Course Description

This course covers the fundamentals of network and operating system theory and practice. Topics include the TCP/IP protocol stack, routing, basic OS administration, and basic network services.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Configure a multi-user system with users, groups, and permissions.
2. Configure a local area network with naming and discovery services.
3. Given a host name, determine the steps taken to resolve its network address.
4. Understand link, network, transport, and application layer protocols.
5. Understand routing algorithms such as NAT and subnet-based routing.
6. Summarize professional, ethical, and/or social issues related to system and network administration.

Materials

A. Calcatinge, J. Balog. *Mastering Linux Administration*. Packt Publishing. June 2021.

Schedule

- Week 1: Linux Filesystem
- Week 2: Software installation & management
- Week 3: User & Group administration
- Week 4: Processes
- Week 5: Disks & Filesystems
- Weeks 6 & 7: TCP/IP model
- Week 8: Exam review & exam
- Week 9: DHCP
- Week 10: DNS
- Week 11: Authentication services; other services
- Week 12: Network security; VPN's
- Week 13: Linux security
- Week 14: Professional & ethical issues
- Week 15: Exam review & exam

Evaluation

- 5 assignments - 50%
- 2 projects - 30%
- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3500 - Cybersecurity

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3500

Course Title* Cybersecurity

Long Course Title

Course Type*

Computing

Catalog Course Description* This course provides an overview of computer and network security and countermeasure techniques. Topics include cryptography, Public Key Infrastructures (PKI), viruses, malware, security of different layers of the TCP/IP, Firewall, and VPN, TLS, Bitcoin, and Web security. Techniques and tools used in defending network security will also be covered.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately Yes No

If yes, indicate maximum number of credit hours N/A

toward graduation? *

counted toward graduation. *

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

Prerequisites COMP 2500

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Explain the difference between symmetric and asymmetric cryptography algorithms.
2. Analyze and evaluate software systems for its security properties.
3. Evaluate and mitigate risks faced by computer systems.
4. Detect common vulnerabilities in a network.
5. Design and implement basic security mechanisms to defend against security attacks.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 3500

Course Title: Cybersecurity

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2500
- Corequisites: none

Course Description

This course provides an overview of computer and network security and countermeasure techniques. Topics include cryptography, Public Key Infrastructures (PKI), viruses, malware, security of different layers of the TCP/IP, Firewall, and VPN, TLS, Bitcoin, and Web security. Techniques and tools used in defending network security will also be covered.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Explain the difference between symmetric and asymmetric cryptography algorithms.
2. Analyze and evaluate software systems for its security properties.
3. Evaluate and mitigate risks faced by computer systems.
4. Detect common vulnerabilities in a network.
5. Design and implement basic security mechanisms to defend against security attacks.

Materials

Textbook(s)

- Wenliang Du. Computer & Internet Security: A Hands-on Approach, 2nd Edition, ISBN-10 : 1733003932

Amazon Link:

<https://www.amazon.com/gp/product/1733003932/>

Schedule

- Week 1 - Introduction
- Weeks 2 - 6 - TCP/IP Protocols, Vulnerabilities, Attacks, and Countermeasures
 - Physical Layer: jamming attacks
 - Data Link Layer: ARP protocol and ARP cache poisoning
 - Network Layer: IP protocols, packet sniffing, IP Spoofing, IP fragmentation attacks
 - Network Layer: ICMP protocol and ICMP misbehaviors
 - Network Layer: IP Routing protocols and Attacks

- Transport Layer: TCP protocol, TCP session hijacking, reset and SYN flooding attacks
- DoS and DDoS attacks
- DNS protocol, attacks, and DNSSEC
- BGP protocol and Attacks
- Week 7 - 9 - Cryptography Basics and Applications
 - Secret-Key Encryption, DES, AES
 - One-way Hash Functions, MD5, SHA-1, and SHA-2
 - Length extension attacks, Collision attacks
 - Diffie-Hellman Key Exchange
 - Public-Key Encryption, RSA
 - Digital Signatures
 - Public-Key Infrastructure (PKI)
 - Blockchains and Bitcoins
 - Case Studies: common mis
- Week 10 - 15 - Network Security Mechanisms
 - IP Tunneling and SSH Tunneling
 - Virtual Private Networks
 - Firewalls
 - Bypassing firewalls
 - Transport Layer Security (TLS/SSL)
 - TLS Programming

Evaluation

- Lab assignments - 50%
- Quizzes - 10%
- 2 exams - 40%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3600 - User-Centric Computing I

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3600

Course Title* User-Centric Computing I

Long Course Title

Course Type*

Computing

Catalog Course Description*

The course introduces the fundamentals of human computer interaction (HCI) and the principles in the design and evaluation of user interfaces. Topics covered include: guidelines/principles in interface design, usability evaluation, universal design.

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

Is this a variable credit hour course? *

Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? *

Yes No

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

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

Prerequisites COMP 2320

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions COMP 2320 with minimum grade of C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Evaluate a user interface using principles of good user interface design.
2. Analyze a user's needs and/or requirements from a user interface perspective.
3. Design an interactive computer system based on a set of requirements.
4. Implement a user interface using appropriate tools and technology.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 3600

Course Title: User-Centric Computing I

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2320 (C or better)
- Corequisites: none

Course Description

The course introduces the fundamentals of human computer interaction (HCI) and the principles in the design and evaluation of user interfaces. Topics covered include: guidelines/principles in interface design, usability evaluation, universal design.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Evaluate a user interface using principles of good user interface design.
2. Analyze a user's needs and/or requirements from a user interface perspective.
3. Design an interactive computer system based on a set of requirements.
4. Implement a user interface using appropriate tools and technology.

Materials

“The Elements of User Experience: User-Centered Design for the Web” Jesse James Garrett

“Designing Visual Interfaces: Communication-Oriented Techniques” Kevin Mullet and Darrell Sano

“UML Distilled: A Brief Guide to the Standard Object Modeling Language” (3rd Edition) Martin Fowler

Schedule

- Week 1 - Introduction
- Week 2 & 3 - Defining Functionality & Constraints for an Application
- Week 4 - Considering an Intended Audience
- Week 5 & 6 - Designing Layout and Control flow for an Application
- Week 7 - Evaluating UI Design
- Week 8 - Exam Review & Exam
- Week 9 - Principles of UI Design: Elegance and Simplicity
- Week 10 - Principles of UI Design: Scale, Contrast, and Proportion
- Week 11 - Principles of UI Design: Organization and Visual Structure
- Week 12 - Principles of UI Design: Module and Program
- Week 13 - Principles of UI Design: Image and Representation
- Week 14 - Principles of UI Design: Style
- Week 15 - Exam Review & Exam

Evaluation

- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 3800 - Data Analytics

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 3800

Course Title* Data Analytics

Long Course Title

Course Type*

Computing

Catalog Course Description* This course introduces the basics of data science and data analytics to extract information from unstructured data. Topics include technologies, techniques, and tools in data collection, storage, processing, and analysis.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites MATH 1401

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions MATH 1401 with a minimum grade of C

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Identify problems that can be analyzed using data analytics techniques.
2. Normalize and transform data to be analyzed.
3. Apply scientific methods and algorithms to data analytics problems and draw conclusions with sufficient elaboration to make sense of the data.
4. Visualize analysis results to present to technical and non-technical audiences.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 3800

Course Title: Data Analytics

Credit Hours: 2/2/3

Requisites

- Prerequisites: Math 1401 (C or better)
- Corequisites: none

Course Description

This course introduces the basics of data science and data analytics to extract information from unstructured data. Topics include technologies, techniques, and tools in data collection, storage, processing, and analysis.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Identify problems that can be analyzed using data analytics techniques.
2. Normalize and transform data to be analyzed.
3. Apply scientific methods and algorithms to data analytics problems and draw conclusions with sufficient elaboration to make sense of the data.
4. Visualize analysis results to present to technical and non-technical audiences.

Materials

Textbook(s)

- [The Applied Data Science Workshop - Alex Galea, 2020](#)
- [Python for Data Analysis, 3rd Edition - Wes McKinney, 2022](#) [early release]
- [Python for Data Analysis, 2nd Edition - Wes McKinney, 2018](#)
- [Python Data Analytics With Pandas, NumPy, and Matplotlib - Fabio Nelli, 2018](#)
- [Applied Data Science with Python and Jupyter - Alex Galaea, 2018](#)
- [Data Science from Scratch, 2nd edition - Joel Grus, 2019](#)
- [Python Data Science Handbook - Jake VanderPlas, 2016](#)

Schedule

Unit 1: Problem and dataset identification, curation, and exploratory analysis

- Week 01 - Introduction; utility and breadth of data analytics methods
- Week 02 - Identify situations that require application of data analytics techniques: data vs information vs knowledge
- Week 03 - Find datasets: identify problems and corresponding data sources, file/dataframe IO, web scraping - numpy, pandas, beautifulsoup
- Week 04 - Use programming languages, APIs, regex, processing tools for cleaning data for visualization tasks - python, matplotlib

- Week 05 - Conduct exploratory data analysis to evaluate data (numerical, categorical, interval, etc.) and detect outliers - scikit learn

Unit 2: Feature extraction and engineering and predictive modeling

- Week 06 - Feature vector representation, feature engineering, and feature selection
- Week 07 - Clustering algorithms and dimensionality reduction; curse of dimensionality
- Week 08 - Regression analysis - scikit learn
- Week 09 - Classification analysis - scikit learn
- Week 10 - Neural networks and deep learning - keras, tensorflow

Unit 3: Model evaluation and communication of data-driven actionable insights

- Week 11 - Evaluation metrics for models and algorithmic bias
- Week 12 - Results visualization and plotting - seaborn; matplotlib
- Week 13 - Interpretability, statistical significance and explainability of prediction models
- Week 14 - Communication of results; articulate actionable insights from data
- Week 15 - Applications in society; societal impacts; ethical practices

Evaluation

- 5 assignments - 25%
- 3 projects - 45%
- 3 exams - 30%

Grading scale

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

Institutional Policies

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

COMP - 4200 - Advanced Database Systems

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix *

COMP

Course Number * 4200

Course Title * Advanced Database Systems

Long Course Title

Course Type *

Computing

Catalog Course Description * This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 2

Lab Hrs * 2

Credit Hrs * 3

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

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

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

Prerequisites COMP 2200

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Write and execute relatively complex stored procedures based on given user requirements.
2. Define and execute user defined functions based on given user requirements.
3. Identify the situations in which triggers are appropriate.
4. Create appropriate triggers based on user requirements.
5. Describe the benefits and limitations of indexing in query performance tuning.
6. Analyze and identify query performance bottlenecks and perform performance tuning.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 4200

Course Title: Advanced Database Systems

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2200
- Corequisites: none

Course Description

This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Write and execute relatively complex stored procedures based on given user requirements.
2. Define and execute user defined functions based on given user requirements.
3. Identify the situations in which triggers are appropriate.
4. Create appropriate triggers based on user requirements.
5. Describe the benefits and limitations of indexing in query performance tuning.
6. Analyze and identify query performance bottlenecks and perform performance tuning.

Materials

Textbook:

- Grant Fritchey, SQL Server Execution Plans, 3rd Edition, Simple Talk Publishing, ISBN-10: 1906434026,

Free copy:

<https://www.red-gate.com/simple-talk/books/sql-server-execution-plans-third-edition-by-grant-fritchey/>

Amazon:

<https://www.amazon.com/SQL-Server-Execution-Plans-Third/dp/1910035246/>

Additional online resources will be provided.

Schedule

- Week 1 - 3 - Introduction to Stored Procedures
 - Basics

- Variables and control flow
- Debugging
- Weeks 4 and 5 - Introduction to Functions
 - user defined functions
 - inline and multiple statement table-valued functions
- Week 6 - Advanced topics such as windows functions and CTE
- Week 7 - Programmatic DB Access
- Week 8 - Transactions
- Week 9 and 10 - Indexes
- Week 11 - 13 - Query Performance Tuning
- Week 14 and 15 - Triggers

Evaluation

- In-class assignments - 5%
- 5 homework: 55%
- 2 projects - 40%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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COMP - 4300 - Application Development II

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 4300

Course Title* Application Development II

Long Course Title

Course Type*

Computing

Catalog Course Description* In this course students will learn and apply effective practices, principles, and patterns of large-scale software development and testing as part of collaborative development teams.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 3300

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Translate specifications of a system into code, leveraging appropriate languages and frameworks.
2. Justify design and implementation decisions in code reviews and presentations.
3. Develop and execute a test plan that includes automated and usability testing.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

Course Number: COMP 4300

Course Title: Application Development II

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3300
- Corequisites: none

Course Description

In this course students will learn and apply effective practices, principles, and patterns of large-scale software development and testing as part of collaborative development teams.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Translate specifications of a system into code, leveraging appropriate languages and frameworks.
2. Justify design and implementation decisions in code reviews and presentations.
3. Develop and execute a test plan that includes automated and usability testing.

Grading

Materials

Textbook(s)

Cluster, Konnor (2019). Agile Project Management: Learn How To Manage a Project With Agile Methods, Scrum, Kanban and Extreme Programming

Schedule

- Week 1 - Introduction
- Weeks 2 and 3: Review of Version Control, Agile Development, and Working in a Team
- Weeks 4-5: Iteration 0 - Getting Started
- Weeks 6-8: Iteration 1 - Planning and Modeling
- Weeks 9-11: Iteration 2 - Resolving Team Conflicts
- Weeks 12-14: Final Iteration
- Week 15: Paper and Presentation

Evaluation

- 8 assignments - 20%
- 4 project iterations - 60%
- Summary Paper - 10%
- Summary Presentation - 10%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4350 - Game Development II

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix *

COMP

Course Number * 4350

Course Title * Game Development II

Long Course Title

Course Type *

Computing

Catalog Course Description * This course introduces more advanced concepts and topics in game development, including 3D game development, using a modern game engine.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 2

Lab Hrs * 2

Credit Hrs * 3

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

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

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

Prerequisites COMP 3350

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Create, acquire, modify and integrate assets such as sounds, music and 3D models.
2. Design, implement, and test 3D games using a modern game engine.
3. Apply agile development design principles and practices in game development.
4. Collaborate within a team environment to develop 3D games.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

Course Number: COMP 4350

Course Title: Game Development II

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3350
- Corequisites: none

Course Description

This course introduces more advanced concepts and topics in game development, including 3D game development, using a modern game engine.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Create, acquire, modify and integrate assets such as sounds, music and 3D models.
2. Design, implement, and test 3D games using a modern game engine.
3. Apply agile development design principles and practices in game development.
4. Collaborate within a team environment to develop 3D games.

Materials

Textbook(s)

Hands-On Unity 2020 Game Development: Build, customize, and optimize professional games using Unity 2020 and C# by Nicolas Borromeo
ISBN-13: 978-1838642006

Basic Math for Game Development with Unity 3D: A Beginner's Guide to Mathematical Foundations 1st Edition by Kelvin Sung, Gregory Smith
ISBN-13: 978-1484254424

Software:

Unity - <https://unity.com/>

Schedule

- Week 1 - 2 Introduction to Unity; Programming Unity using C#
- Week 3 - 2D game development in Unity
- Week 4 - Game 1 presentations
- Week 5 - 3D Computer Graphics and Mathematics
- Week 6 - Prototyping and pitching
- Week 7 - Materials and Shaders
- Week 8 - Balancing and Level Design
- Week 9 - Game 2 presentations

- Week 10 - 3D collision detection
- Week 11 - AI
- Week 12 - Advanced graphics and optimization run-time performance
- Week 13-14: Group work on game
- Week 15: Game 3 presentations

Evaluation

- Game Assignments (3) 60%
- Labs (4) 20%
- Presentations (3) 15%
- Class participation 5%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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COMP - 4400 - System and Network Admin II

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 4400

Course Title* System and Network Admin II

Long Course Title System and Network Administration II

Course Type*

Computing

Catalog Course Description* This course covers the advanced topics of network and operating system administration. Topics include technologies and tools in virtualization of computing resources, cloud-based systems and services, among others.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 3400

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Analyze the infrastructure requirements of an organization and design a system and network plan to meet those requirements.
2. Use virtualization and/or containers to provide system and network services.
3. Configure and deploy a website using local and cloud-based network resources.
4. Apply distributed authentication to secure network and operational resources.
5. Apply replication and load balancing in web, file storage, and/or other internet-based services.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 4400

Course Title: System & Network Administration II

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3400
- Corequisites: none

Course Description

This course covers the advanced topics of network and operating system administration. Topics include technologies and tools in virtualization of computing resources, cloud-based systems and services, among others.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Analyze the infrastructure requirements of an organization and design a system and network plan to meet those requirements.
2. Use virtualization and/or containers to provide system and network services.
3. Configure and deploy a website using local and cloud-based network resources.
4. Apply distributed authentication to secure network and operational resources.
5. Apply replication and load balancing in web, file storage, and/or other internet-based services.

Materials

A. Calcatinge, J. Balog. *Mastering Linux Administration*. Packt Publishing. June 2021.

Schedule

- Weeks 1-2: Disaster recovery; troubleshooting
- Week 3: Virtual Machines
- Week 4: Containers
- Weeks 5 - 6: Cloud platforms
- Week 7: Microservices
- Week 8: Exam review & exam 1
- Week 9: Deployment: Azure
- Week 10: Deployment: Kubernetes
- Week 11: LDAP & SSO
- Week 12: ActiveDirectory
- Weeks 13 - 14: Project
- Week 15: Exam review & exam 2

Evaluation

- 5 assignments - 50%

- 1 project - 30%
- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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COMP - 4420 - DevOps

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

Course Number* 4420

Course Title* DevOps

Long Course Title

Course Type*

Catalog Course Description* This course provides an introduction to the principles of DevOps and the DevOps tools that enable the optimization of an organization's development workflow. Topics include DevOps concepts, build automation, provisioning, monitoring, and deployment, among others.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

*

graduation.*

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

Prerequisites COMP 3400

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Analyze the software development culture and practices of an organization and develop a plan to increase effectiveness using current DevOps tools and practices.
2. Implement a build automation pipeline.
3. Provision and deploy a distributed application using automation tools.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 4420

Course Title: DevOps

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3400
- Corequisites: none

Course Description

This course provides an introduction to the principles of DevOps and the DevOps tools that enable the optimization of an organization's development workflow. Topics include DevOps concepts, build automation, provisioning, monitoring, and deployment, among others.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Analyze the software development culture and practices of an organization and develop a plan to increase effectiveness using current DevOps tools and practices.
2. Implement a build automation pipeline.
3. Provision and deploy a distributed application using automation tools.

Materials

H. Been and M. van der Gaag. *Implementing Azure DevOps Solutions*. Packt Publishing. June 2020.

Schedule

- Week 1: Introduction to DevOps
- Week 2: Source Control
- Weeks 3 and 4: Continuous Deployment
- Week 5: Dependency Management
- Weeks 6 and 7: Infrastructure & Configuration as Code
- Week 8: Exam review & exam
- Weeks 9: Integrating Databases in DevOps
- Weeks 10 and 11: Continuous Testing
- Week 12: Security and Compliance
- Week 13: Application Monitoring
- Week 14: Deployment
- Week 15: Exam review & exam

Evaluation

- 5 assignments - 20%
- 3 projects - 60%

- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4500 - Computer Forensics

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course?* Yes No

Is this an Honors College course?* Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 4500

Course Title* Computer Forensics

Long Course Title

Course Type*

Computing

Catalog Course Description* This course provides an overview of the principles and practices of computer security forensics. Topics may include memory, file system, operating system, and computer forensic investigative processes, and tools and methodologies for computer forensics investigation.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

*

graduation.*

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

Prerequisites COMP 2500 OR COMP 3400

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Discuss procedures as well as the legal and ethical responsibilities for evidence handling, documentation and reporting, and presentation in court.
2. Apply techniques for intrusion detection and demonstrate knowledge of procedures for incident response.
3. Apply knowledge of computer systems, networking, and standard application behaviors in the process of evidence gathering from a computer system.
4. Analyze file system images and system/network logs, for the purposes of evidence gathering, using current/commonly used software tools.
5. Demonstrate an ability to apply methodologies and tools to recover hidden, encrypted, and/or "deleted" data.
6. Identify common types of digital crime, profiles of computer criminals, and discuss non-technical aspects of cyber-crime, such as social engineering.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

Course Number: COMP 4500

Course Title: Computer Forensics

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2500 OR COMP 3400
- Corequisites: none

Course Description

This course provides an overview of the principles and practices of computer security forensics. Topics may include memory, file system, operating system, and computer forensic investigative processes, and tools and methodologies for computer forensics investigation.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Discuss procedures as well as the legal and ethical responsibilities for evidence handling, documentation and reporting, and presentation in court.
2. Apply techniques for intrusion detection and demonstrate knowledge of procedures for incident response.
3. Apply knowledge of computer systems, networking, and standard application behaviors in the process of evidence gathering from a computer system.
4. Analyze file system images and system/network logs, for the purposes of evidence gathering, using current/commonly used software tools.
5. Demonstrate an ability to apply methodologies and tools to recover hidden, encrypted, and/or "deleted" data.
6. Identify common types of digital crime, profiles of computer criminals, and discuss non-technical aspects of cyber-crime, such as social engineering.

Materials

L. Reiber. *Mobile Forensic Investigations: A Guide to Evidence Collection, Analysis, and Presentation, Second Edition, 2nd Edition*. McGraw-Hill. December 2018.

Schedule

- Week 1: Introduction
- Week 2: Mobile forensics vs. desktop/server forensics
- Week 3: Issues specific to IoT, wearables, drones, etc.
- Week 4: Cloud storage
- Week 5: Data collection at the scene
- Week 6: Digital evidence handling
- Week 7: Exam review & exam
- Weeks 8-9: Collection & analysis tools
- Week 10: SIM card analysis

-
- Week 11: Windows phone analysis
 - Week 12: iOS analysis
 - Week 13: Android analysis
 - Week 14: Expert Testimony
 - Week 15: Exam review & exam

Evaluation

- 5 assignments - 40%
- 3 projects - 30%
- 2 exams - 30%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4600 - User-Centric Computing II

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 4600

Course Title* User-Centric Computing II

Long Course Title

Course Type*

Computing

Catalog Course Description* This is a project-based course. Students will analyze, design and implement a user-centric application prototype, perform usability tests and analyze results.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMP 3600

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Analyze an incompletely specified problem domain and propose a user-centric solution.
2. Create an application prototype and defend the design choices from a Human Computer Interaction (HCI) perspective.
3. Critique a product design from a user-centered perspective.
4. Design and implement a usability test, analyze the results, and report on the outcome(s).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 4600

Course Title: User-Centric Computing II

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3600
- Corequisites: none

Course Description

This is a project-based course. Students will analyze, design and implement a user-centric application prototype, perform usability tests and analyze results.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Analyze an incompletely specified problem domain and propose a user-centric solution.
2. Create an application prototype and defend the design choices from a Human Computer Interaction (HCI) perspective.
3. Critique a product design from a user-centered perspective.
4. Design and implement a usability test, analyze the results, and report on the outcome(s).

Materials

“Designing the User Interface: Strategies for Effective Human-Computer Interaction”
Ben Scheiderman and Catherine Plaisant

Schedule

- Week 1 - Introduction
- Week 2 - Usability of System
- Weeks 3 & 4 - UI Design Guidelines and Principles
- Week 5 - Evaluating Interface Designs
- Week 6 - Evaluating Quality of Service
- Week 7 - Student Presentations: System Design Review
- Week 8 - Exam Review & Exam
- Week 9 - Function and Style
- Week 10 - Collaboration in Digital Systems
- Week 11 - User Documentation and Assistance Systems
- Week 12 - Defining System Level Tests
- Week 13 - Automated UI Testing
- Week 14 - Student Presentations: System Demos
- Week 15 - Exam Review & Exam

Evaluation

- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4982 - Capstone Project

2022-2023 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

COMP

Course Number* 4982

Course Title* Capstone Project

Long Course Title

Course Type*

Computing

Catalog Course Description* This course provides students an opportunity to apply what they have learned in their selected concentrations to a relatively large-scale project. Students will work in teams to complete the project requirements.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Senior status

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 4982

Course Title: Capstone Project

Credit Hours: 2/2/3

Requisites

- Prerequisites: Senior Status
- Corequisites: none

Course Description

This course provides students an opportunity to apply what they have learned in their selected concentrations to a relatively large-scale project. Students will work in teams to complete the project requirements.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Materials

Textbook(s)

Schedule

- Week 1: Introduction and technology onboarding
- Weeks 2-15: Capstone project meetings
- Weeks 4-10 (as needed): Student presentations on professional, ethical, legal, and social issues in Computing.

Evaluation

- Project milestones (5): Not Met, Met, Exceeded
- Term paper: Not Met, Met, Exceeded
- Presentation: Not Met, Met, Exceeded

Grading scale

S: must make "Met" or "Exceeded" on term paper, presentation, and at least four of five project milestones.

U: does not meet the 'S' criteria

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4985 - Special Topics in Computing

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix *

COMP

Course Number * 4985

Course Title * Special Topics in Computing

Long Course Title

Course Type *

Computing

Catalog Course Description * Topics in Computing designed to give students knowledge at the frontier of a rapidly changing field.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 2

Lab Hrs * 2

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Department permission

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

Student Learning Outcomes - Please provide these in a numbered list

Will be determined by the instructor for the specific course offering.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

Fee Justification

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

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

Course Number: COMP 4985

Course Title: Special Topics in Computing

Credit Hours: 2/2/3

Requisites

- Prerequisites: Department permission
- Corequisites: none

Course Description

Topics in Computing designed to give students knowledge at the frontier of a rapidly changing field.

Instructor Contact Information

TBD

Student Learning Outcomes

Will be determined by the instructor for the specific course offering.

Materials

Will be determined by the instructor for the specific course offering.

Schedule

Will be determined by the instructor for the specific course offering.

Evaluation

Will be determined by the instructor for the specific course offering.

Grading scale

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

Institutional Policies

See the Common Language for Course Syllabi:

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

COMP - 4986 - Internship

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix *

COMP

Course Number * 4986

Course Title * Internship

Long Course Title

Course Type *

Computing

Catalog Course Description * A hands-on supervised field experience in computing. Students will create and present a comprehensive portfolio documenting the field experience.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 0-0

Lab Hrs * 0-0

Credit Hrs * 3-6

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Senior status or permission of the department

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* **Satisfactory/Unsatisfactory - No IP**

Justification and Assessment

Rationale* This is a new course in support of the newly proposed program, Bachelor of Science in Computing. The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth areas of specialization. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, and gaming.

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

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

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

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

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

Fee Justification

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

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

Course Number: COMP 4986

Course Title: Internship

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

Requisites

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

Course Description

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

Instructor Contact Information

TBD

Student Learning Outcomes

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

Materials

None

Schedule

Will be set by the student's supervisor.

Evaluation

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

Grading scale

S: attendance and portfolio are both Satisfactory

U: either attendance or portfolio is Unsatisfactory

Institutional Policies

See the Common Language for Course Syllabi:

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

Addendum II

Integrative Health and Wellness, M.S.

2022-2023 Graduate New Program Request

General Information

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

Please **TURN ON** the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

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

Is this a College of Education Program?* Yes No

Program Information

Program Name*

Degree Type*

Program Description* This program provides the skills, knowledge and expertise needed to become skilled health and wellness coaches who help clients clarify health and wellness goals through introspection, leverage their strengths, address challenges in behavior change, implement and sustain life-changing behaviors, and manage both setbacks and progress. The program develops an understanding of behavior change theories and principles, excellence in core coaching competencies, and the skills necessary to help clients adopt individually designed attitudes and lifestyle changes most conducive to optimal health and wellness. Students build a broad view of health and wellness that incorporates both conventional measures of health that focus on prevention of illness and disease and promotion of healthy lifestyles, as well as additional measures of health found in complementary and alternative health practices from a variety of wisdom traditions.

Admission Criteria:
Entrance Interviews

Program Location*

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
 Online Only
 Hybrid

Curriculum Information

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

Type of Program*

- Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Admission Requirements

Admission criteria include the following: Graduate application 2-3 page Statement of Purpose Resume Two letters of professional recommendation (i.e. employer, faculty member) Official university transcripts from all institutions attended Undergraduate GPA of 3.0 or higher

Required Courses: 30 Hours

EDRS 6301 Introduction to Research in the Human Sciences
CMWL 6100 Lifestyle Medicine and Integrative Health
CMWL 6200 Behavior Change Models, Methods and Theories
CMWL 6300 Mind Body Medicine
CMWL 6400 Exercise and Nutrition for Health and Healing
CMWL 6500 Health Technologies
CMWL 6600 Wellness Law & Entrepreneurship
CMWL 6700 Personal and Professional Development for the Health and Wellness Coach
CMWL 7000 Advanced Health and Wellness Coaching
CMWL 7100 Capstone (Culminating Experience)

Justification and Assessment

Rationale* The proposed graduate program in integrative health and wellness aligns with the institution's mission by empowering students to realize their full potential through academic engagement. This unique, online graduate degree-seeking program will tap into the high demand field of preventative and integrative health. Graduates for this degree program will have the skill set to contribute responsibly and creatively to a complete 21st Century global society. This program in integrative health would allow the University of West Georgia to be competitive with comparable and top-tier universities throughout the USG and the southeast region of the United States given the high-level of rigor, certification potential, and job market analysis. It would also allow the University of West Georgia to become nationally relevant in the field of health and wellness coaching given the demand for such training and the online nature of the program.

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

Upon completion of this program students will be able to:

1. Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence
2. Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.
3. Apply a wide variety of theories, principles, and coaching practices that promote behavior change.
4. Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
5. Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.
6. Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coaching Federation and the National Board for Health & Wellness Coaching.
7. Develop a business plan based upon concepts, principles, and sound practices of integrated health management.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to rakins@westga.edu.

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released
December 1, 2020

Point of Contacts

Dr. Martha Venn
Vice Chancellor for Academic Affairs
martha.venn@usg.edu

Dr. Rebecca Corvey
Associate Vice Chancellor for Academic Affairs
rebecca.corvey@usg.edu

Version Control

Date	Changes	USG Approved date	Website update date

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing

- € Program was part of the Annual Academic Forecast
- € This proposal can be expedited (Nexus, established concentration with strong enrollment)
- € This proposal requires USG integrated review

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. Request ID: (SharePoint Generated unique ID)
2. Institution Name: **University of West Georgia**
3. USG Sector: **Comprehensive, SACSCOC level VI, public university**
4. School/Division/College: **College of Education**
5. Academic Department: **Sport Management, Wellness, and Physical Education**
6. Proposed Program Name: **Masters of Science in Integrative Health and Wellness**
7. Major: **Integrative Health and Wellness**
8. CIP Code (6 digit): 51.0001
9. Degree Level: **Masters**
10. Anticipated Implementation Semester and Year^: **Summer 2022**
11. Was this program listed in the most recent Academic Forecast?
 Yes
 No (If no, explain why below)
12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):
This program provides students with the skills, knowledge and expertise needed to become certified health and wellness coaches. Students will learn to help clients leverage their strengths and address challenges to engage in sustainable healthy behaviors. The program helps students develop an understanding of behavior change theories and principles, evidence-based coaching competencies, and the skills necessary to help clients adopt individually designed health and wellness behaviors. Students build a broad view of health and wellness that incorporates disease prevention and behavioral health promotion. An emphasis is placed on additional measures of health found in complementary and alternative

health practices, such as lifestyle medicine, multicultural competency, and health and healing. This program allows students to pursue for board certification from the National Board of Health and Wellness Coaching (NBHWC), the highest and most difficult standardized training credential (<https://nbhwc.org/become-a-board-certified-coach/>). Board certification was developed in conjunction with the American Medical Association and allows certified practitioners to work alongside the healthcare team and bill insurance for services.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

This program is being developed in accordance with the National Board of Health and Wellness Coaching certifying standards (see list below). Program approval is an extensive and ongoing process to ensure that graduate programs adhere to learning outcomes and practices. The cost for the NBHWC program approval application is a one-time fee of \$549. The NBHWC-approved provider fee is \$900 and allows the program to be approved for three years pending the program continues to meet all of the standards. (<https://nbhwc.org/program-approval-requirements/>). The program approval fee is required every three years. Academic quality will be ensured as the program will be approved by the National Board of Health and Wellness Coaching approval board. These quality standards include:

- **80% of the required instructional hours will be taught by faculty who have completed a minimum of at least 60 hours of coach training/schooling, including at least 40 hours of synchronous format**
- **50% of the required instructional hours will be taught by faculty who have earned the designation of National Board-Certified Health and Wellness Coach (NBC-HWC) or will do so within two years of receiving NBHWC program approval.**
- **80% of the required instructional hours will be taught by faculty who have completed at least 200 hours of coaching sessions.**
- **25% of the required instructional hours will be taught by faculty who have a minimum of a master's degree or higher in a health and wellness-related field, or a bachelor's degree plus a license in a nationally recognized health and wellness-related field.**
- **Experiential practice such as health and wellness coaching sessions will be video recorded so that growth can be observed.**

14. Specify **SACSCOC** or other accreditation organization requirements[^].

Mark all that apply.

- Substantive change requiring notification only ¹
- Substantive change requiring approval prior to implementation ²
- Level Change ³
- None

B. STRATEGIC PLAN

15. How does the program align with your institutional mission and function[^]?

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

If the program does not align, provide a compelling rationale for the institution to offer the program.

The proposed graduate program in integrative health and wellness aligns with the institution’s mission by empowering students to realize their full potential through academic engagement. This unique, online graduate degree-seeking program will tap into the high demand field of preventative and integrative health. Graduates for this degree program will have the skill set to contribute responsibly and creatively to a complete 21st Century global society. This program in integrative health would allow the University of West Georgia to be competitive with comparable and top-tier universities throughout the USG and the southeast region of the United States given the high-level of rigor, certification potential, and job market analysis. It would also allow the University of West Georgia to become nationally relevant in the field of health and wellness coaching given the demand for such training and the online nature of the program.

16. How does the program align with your institution’s strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

This program in integrative health and wellness builds upon the existing strengths of the Department of Sport Management, Wellness, and Physical Education in the area of health and community wellness and responds to the economic development identified in the region, state, and nation. The Health and Community Wellness program was developed in the fall of 2015 and now has 335 active majors as of summer 2021. Since that time the department has also launched a fully-equipped wellness lab that serves over 1,000 visitors (faculty/staff/students/community members) per year. The Wolf Wellness Lab is a hub for wellness-based grants, educational programming, and provides multiple opportunities in the core competencies of the department. This proposed program will build upon our core competencies and develop new opportunities in the virtual and eHealth worlds. Students will receive educational training from National Board-Certified Health and Wellness Coaches (NBCHWC) and Community Health Education Specialists (CHES). They will also receive educational and workplace training based on the NBHWC standards and the National Wellness Institute’s standards identified by the American Medical Association. While 100% virtual, students will engage in high-impact practices and field experiences in the form of health and wellness coaching, supervision, and evidence-based practice evaluation. For example, students will complete a capstone course in which they will provide and record practice health and wellness coaching sessions. Program faculty will then provide feedback on the recorded sessions to promote learning. Students will also create an evidence-based coaching program plan, with feedback provided by faculty. This program will continue delivery of student-based teaching and learning, expert online delivery of instruction, and community engagement. Furthermore, this program is unlike any other Master’s program in Georgia, aligning with UWG’s strategic plan for relevance and competitiveness. A career in Health Specialties Teachers, Postsecondary is listed as the fastest area of job growth according to the Georgia Department of Labor’s *Georgia’s Hot Careers to 2028*.

CMWL 6100 Lifestyle Medicine and Integrative Health	3	NEW
CMWL 6200 Behavior Change Models, Methods and Theories	3	NEW
CMWL 6300 Mind Body Medicine	3	NEW
CMWL 7000 Advanced Health and Wellness Coaching	3	NEW
EDRS 6301 Introduction to Research in the Human Sciences	3	
CMWL 6400 Exercise and Nutrition for Health and Healing	3	NEW

CMWL 6500 Health Technologies	3	NEW
CMWL 6600 Wellness Law & Entrepreneurship	3	NEW
CMWL 6700 Personal and Professional Development for the Health and Wellness Coach	3	NEW
CMWL 7100 Capstone (Culminating Experience) and Comprehensive Exam	3	NEW
Total	30	

C. NEED

17. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?

No

Yes (If yes, use the space below to explain how their input informed this proposal)

Based on the job market analysis for health and wellness coaching, along with the future of the integrative health field, the Department of Sport Management, Wellness, and Physical Education, specifically CMWL program faculty were recommended by the National Wellness Institute and Preventia Group, LLC to develop this program. Program faculty have received testimonials from alumni in graduate school and who are pursuing graduate degrees, along with many current University of West Georgia Health and Community Wellness undergraduate students, all of whom have expressed the desire for this program. Lastly, the National Board of Health and Wellness Coaching, the board certifying and credentialing body for this field, has approved this proposed curriculum and desire to create this program. This program has been designed and is in need because no other USG institution offers a comparable M.S. program. Program faculty have spoken to healthcare organizations, insurance companies, alumni, and other employers regarding this degree. Their letters of support are included in the appendices.

18. Does the program align with any local, regional, or state workforce strategies or plans?

No

Yes (If yes, please explain below)

The Georgia Department of [Administrative Services](#) outlines a few key tenets for workforce planning, from which this program aligns. These tenets include critical talent needs, workforce supply, and evaluation strategies for competent future workers. More specifically, these tenets suggest measurable competency, staffing opportunities, and evident diversity as keys to professional success. This Master’s degree program has been designed based on the need for competent, board-certified training, demand for health coaches across the southeast and nation, and training in multicultural competency. In addition, the [Resilient Georgia Regional Coalition](#) is united to create an integrated behavioral health system. This proposed Master’s program would meet the needs of this regional coalition based on the regional need for taskforce and workforce partners. Additionally, the local initiative [Healthy Haralson](#) is removing barriers that prevent rural residents from receiving the care they need and adopting healthier habits.

19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)

A number of strategic businesses and community stakeholders have expressed support for this program, including Tanner Health System, Anthem, Virgin Pulse, and the Preventia Group, LLC. (See Appendix A).

20. Identify the partners you are working with to create a career pipeline with this program⁴.^

Mark all that apply

High School CTAE

High School STEM

Career academies

TCSG programs

Other USG institutions

Other universities

Employers

Community partnerships

Professional associations

Other (specify below)

National Board of Health and Wellness

Coaching; Tanner Health System;

Anthem; Virgin Pulse; Preventia

Group, LLC

None

⁴ Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – “off-ramp program” Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can)

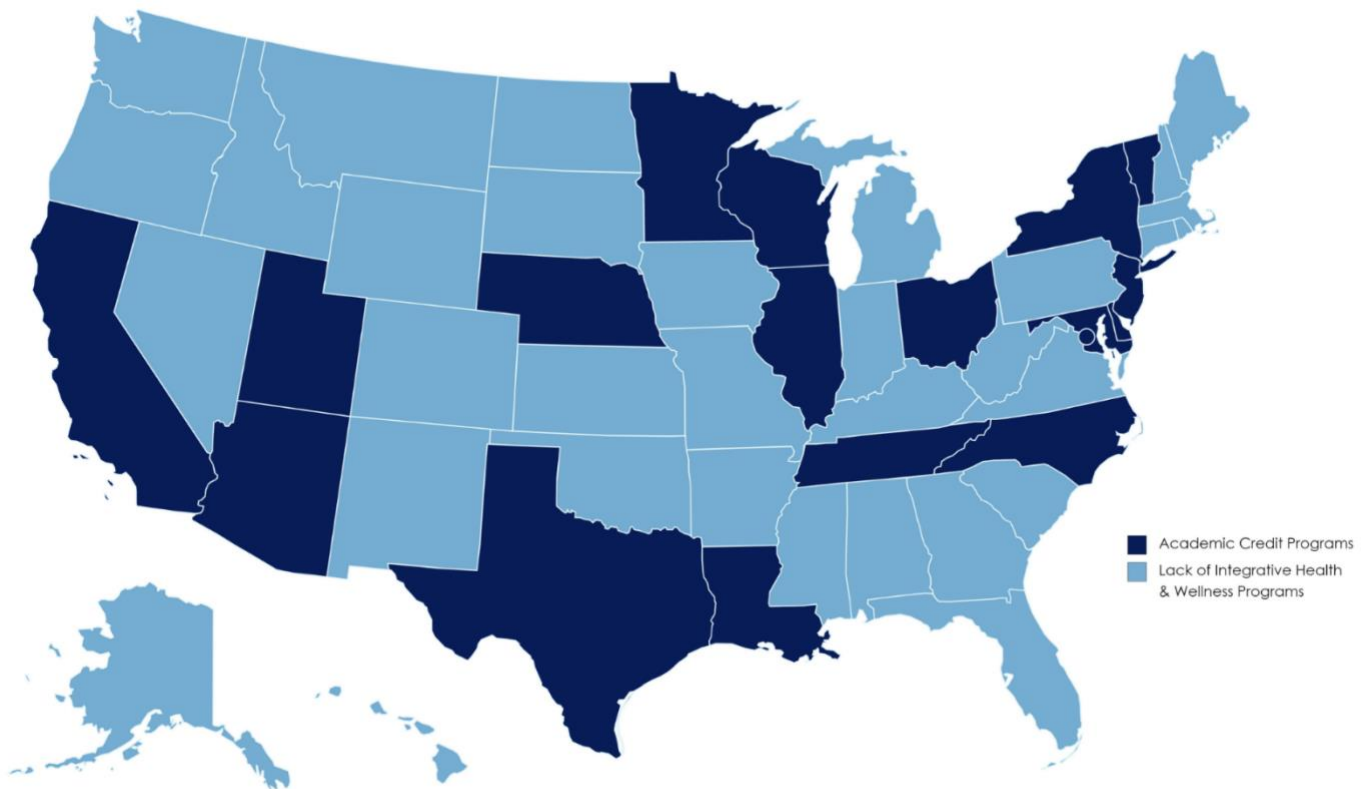
21. Are there any competing programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

This program would have local, regional, state, and national reach. Given the online nature of the program and the demand for such a program, it is expected for students to apply from across the country. This would allow graduates from the program to be placed in the workforce across the country. Similar board-approved programs are offered on the West coast and Midwest region of the country, and non-degree credit programs are offered in a few states in the southeast. However, this would be the only Master's degree program of its kind in the Southeast region (see the graphic below).



There are only 30 board-certifying, higher education programs in the field of Integrative Health and Wellness, nationwide. This proposed program would provide the first masters-level, nationally-board approved program in the Southeast region of the United States. Tennessee, North Carolina, Texas, and Louisiana provide non-degree course credit in integrative wellness. The majority of careers require a master's degree along with the NBHWC certification, both of which this program will provide.

- Do any other higher education institutions in close proximity offer a similar program?**
- No
- Yes (If yes, provide a rationale for the institution to offer the program)

Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik [IPEDS Application](#)[^]. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data.

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).

Related Occupation	SOC code	Current Employment [2018]	Projected Employment [2028]	# Change	% Change	Average Annual Openings
Medical & Health Services Managers	11-9111	406,100	477,600	71,500	17.6	42,200
Exercise Physiologists	29-1128	15,800	17,300	1,500	9.5	1,100
Health Education Specialists	21-1091	62,100	68,500	6,400	10.3	8,000
Community Health Workers	21-1094	61,700	69,400	7,700	12.5	8,200
Health Specialties Teachers, Postsecondary	25-1071	254,800	313,900	59,100	23.2	29,400
Health Technologists and Technicians	29-2099	128,900	151,300	22,400	17.4	11,700

Using IPEDS data, list the supply of graduates in the program and related programs in the service area.[^]

Similar or Related Programs	CIP Code	Supply ¹	Competitor Institutions ²
Master of Public Health	51220100	20	Augusta University
Master of Science with a Major in Allied Health	51099901	11	Augusta University
Master of Science with Major in Clinical Mental Health Counseling	51220100	15	Columbus State University

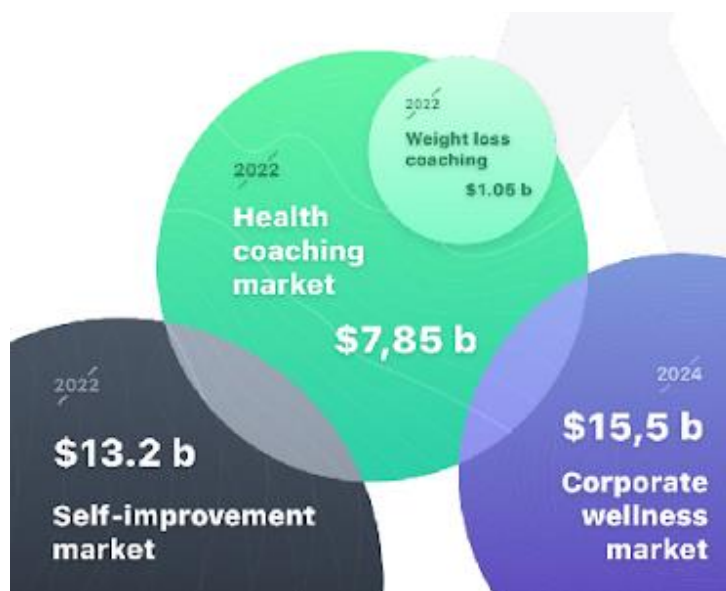
Master of Science with a Major in Health and Human Performance	51000101	22	Georgia College & State University
Master of Science in Health Systems	14270102	8	Georgia Institute of Technology
Master of Public Health	51220101	27	Georgia Southern University
Master of Public Health	51220101	110	Georgia State University
Master of Science with a Major in Health Sciences	51999901	45	Georgia State University
Master of Science with a Major in Applied Exercise and Health Science	31050501	20	Kennesaw State University
Master of Public Health	51220101	57	University of Georgia

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other institutions that offer this program or a similar program in the area (see [Question 23](#))

22. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market?^

Based on the data and research by provided above along with [Marketdata](#) and the [Health Coaching Industry Report](#), the U.S. Health Coaching market is forecasted to grow at an increase of 5.4% annually to \$7.85 billion nationwide by 2022. This includes corporate wellness growth and hospital wellness growth (see graphic below). Further, there were 109,000 health and wellness coaches as of 2018 with a mean salary of \$56,370. However, this proposed program will allow graduates to sit for national board certification and bill insurance for their services, which includes higher average salaries and greater promotion potential. Because of the rapid growth of this field, it is necessary to provide board-approved training programs at the university-level.



<https://yourcoach.health/healthcoachingreport/health-coaching-report-yourcoach.pdf>

Using data from O*-Net, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
11-9111	\$94,320	Analytical or scientific software, Administration and Management, Personnel and Human Resources, Active Listening, Coordination, Oral Expression/Comprehension
29-1128	\$46,140	Office Suite Software, Customer and Personal Service, Therapy and Counseling, Active Listening, Deductive Reasoning
21-1091	\$87,330	Medical software, Data base user interface and query software, Customer and Personal Service, Education and Training, Active Listening, Oral Expression/Comprehension
21-1094	\$40,650	Data base user interface and query software, Customer and Personal Service, Education and Training, Active Listening, Social perceptiveness, Oral expression
25-1071	\$93,140	Computer based training software, Education and training, Psychology, Active listening and decision making, Training and teaching others
29-2099	\$39,380	Customer and personal service, office suite software, psychology, Asking questions, Social perceptiveness, Assisting and caring for others

Notes:

23. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75 th Percentile	50 th Percentile	25 th Percentile
1 year after graduation	\$93,756	\$70,484	\$51,444
5 years after graduation	\$94,705	\$64,799	\$50,333

Provide any additional comments, if needed:

24. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

As previously mentioned, the job market for health and wellness coaches is expected to rise annually by 5.4% until 2028. The current job market analysis and evaluation is \$7.2 billion as of 2020. Further, this proposed program would allow students to pursue for national-board certification, enhancing the quality of the degree and regulation of the job opportunities. It would allow Certified national-board health coaches to bill insurance for services and work in medical settings alongside primary care physicians. Based on the current health coaching industry report provided by Preventia Group, LLC analysis show the NBHWC board certification recognizes such graduates as central members of the health care team responsible for patient care in the scope of health behavior change, reporting and billing for coaching services, and providing post-care services. Preventia Group is a national telehealth company that hires health coaches to assist their clients with access to care and healthy meals to improve outcomes and reduce medical costs.

D. CURRICULUM

25. Enter the number of credit hours required to graduate[^]

Enter # - 30 credit hours

26. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

27. Related to SACSCOC accreditation, specify if the program format of the proposed program is a[^]:

Format (Check 1)	50% or more of the program is delivered online
<input checked="" type="checkbox"/> Fully online	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Combination of on-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Hybrid, combination delivery	<input type="checkbox"/> Yes

28. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform. These classes will be offered at various times and on various days to meet the needs of students across the country. Students will be required to attend a certain number of live meetings each semester, all of which will be offered at multiple times.

Asynchronous

⁵ See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

29. If the proposed program awards undergraduate degrees, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program? Mark all that apply.

- | | |
|--|---|
| <input type="checkbox"/> First-Year Experiences | <input checked="" type="checkbox"/> Diversity/Global Learning |
| <input type="checkbox"/> Common Intellectual Experiences | <input type="checkbox"/> ePortfolios |
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Service Learning, Community Based Learning |
| <input checked="" type="checkbox"/> Writing-Intensive Courses | <input type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Collaborative Assignments and Projects | <input checked="" type="checkbox"/> Capstone Courses and Projects |
| <input type="checkbox"/> Undergraduate Research | |

Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

(i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

In order to graduate from this program and meet the board-certifying requirements, all graduates will engage in 25 hours of practical, health and wellness coaching in which they will deliver services to clients under the supervision of Certified Health Coaches. Students will also complete a capstone project in which they will develop an integrative health proposal including coaching guidelines and ethics, evidence-based services, and potential business development. Lastly, students will be required to complete a certified multi-cultural competency certificate through their coursework that will promote global learning and diversity.

30. Does the program take advantage of any USG initiatives? **No**

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

- | | |
|----------------------------------|---|
| <input type="checkbox"/> eCampus | <input type="checkbox"/> Georgia Film Academy |
| <input type="checkbox"/> FinTECH | <input type="checkbox"/> Other: Specify Initiative Here |

^For associate’s, Nexus, and bachelor’s degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed.

Complete this chart for the upper division or major curriculum only.

Alignment of Occupational KSAs ¹	Student Learning Outcome (s)	Direct Measure (s)	Data Source

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

¹ Direct measures may include assessments, HIPs, exams, etc.

31. For associate’s, Nexus, and bachelor’s degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.
Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving		
Oral/Written Communications		
Team Work/ Collaboration		
Digital Technology		
Leadership		
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency		

¹ Direct measures may include assessments, HIPs, exams, etc.

32. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

A Curriculum Map has been developed and is provided in Appendix B.

The program learning outcomes and required courses can be seen below.

Program Learning Outcomes:

- **Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence**
- **Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.**
- **Apply a wide variety of theories, principles, and coaching practices that promote behavior change.**
- **Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.**
- **Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.**

- **Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coaching Federation and the National Board for Health & Wellness Coaching.**
- **Develop a business plan based upon concepts, principles, and sound practices of integrated health management.**

Post Approval Enrollment Monitoring

All unaccepted and accepted applicant profiles will be aggregated and analyzed annually to ensure adequate Undergraduate GPA data, and Interview Rubric Scores meet the aforementioned standards. Further, all demographic information will be aggregated and analyzed to promote equitable enrollment across a diverse group of students.

REQUIRED COURSES	Hrs	Gr	Trf
CMWL 6100 Lifestyle Medicine and Integrative Health	3		
CMWL 6200 Behavior Change Models, Methods and Theories	3		
CMWL 6300 Mind Body Medicine	3		
CMWL 7000 Advanced Health and Wellness Coaching	3		
EDRS 6301 Introduction to Research in the Human Sciences	3		
CMWL 6400 Exercise and Nutrition for Health and Healing	3		
CMWL 6500 Health Technologies	3		
CMWL 6600 Wellness Law & Entrepreneurship	3		
CMWL 6700 Personal and Professional Development for the Health and Wellness Coach	3		
CMWL 7100 Capstone (Culminating Experience) and Comprehensive Exam	3		
Total	30		

Comprehensive Program Review

The College of Education requires the evaluation of degree programs and establishes key assessments as well as goals for those assessments. Each year, program faculty will determine SMART goals to evaluate key assessments that will measure program objectives, learning outcomes, and student success. Data from the key assessments will be aggregated and reviewed annually by program faculty to identify areas of needed improvement as well as areas of success. The ongoing assessment efforts will also include qualitative methods to determine student satisfaction and identify areas for improvement. The USG/UWG also requires a CPR which will be conducted every seven years.

33. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Capstone/Comprehensive Exam (CMWL 7100)

The capstone (CMWL 7100) will either include a research project or community-based health coaching project, which will be evaluated by program faculty and the community partner. Students will complete a comprehensive written exam at the end of their final semester while completing CMWL 7100. In order to graduate, students must achieve a 75% on the comprehensive exam.

National Board Certification

Student percentiles for the National Board of Health and Wellness Coaching certification exam (NBCHWC) will be evaluated and recorded. Program faculty will identify content areas in which students score below the 70% percentile and to emphasis more thoroughly when teaching to ensure student learning.

Degree Productivity

All program graduates will provide their intended career choice, contact information, and complete exit surveys to maintain long-term professional communication. Careers of graduates will be analyzed to provide future applications with a clear understanding of potential career options. Program faculty will also collect and keep track of student progress toward degree completion. Attrition rates will be reviewed annually along with the DFW rates of individual courses.

34. List the entire course of study required to complete the academic program. ^

Sample Program of Study – (14-month program)			
Year	Semester	Course	Credits
Year 1	Summer	CMWL 6200 Behavior Change Models, Methods and Theories (8 weeks) CMWL 6500 Health Technologies (8 weeks)	6
	Fall	CMWL 6600 Law & Wellness Entrepreneurship (16 weeks) CMWL 6300 Mind-Body Medicine (8 weeks) CMWL 6100 Lifestyle Medicine and Integrative Health (8 weeks)	9
	Spring	EDRS 6301 Introduction to Research in the Human Sciences (8 weeks) CMWL 6400 Exercise and Nutrition for Health and Healing (8 weeks) CMWL 7000 Advanced Health and Wellness Coaching (16 weeks)	9

Year 2	Summer	CMWL 6700 Personal and Professional Development for the Health and Wellness Coach (8 weeks) CMWL 7100 Capstone (Culminating Experience) (8 weeks)	6
		Total	30

Pre-requisite requirements for CMWL 7100 Capstone (3) and CMWL 6700 Personal and Professional Development for the Health and Wellness Coach (3) include completion of 24 credit hours with a minimum cumulative GPA of 3.0.

The National Board Health and Wellness Certifying Examination can be taken only after completion of the 30 credit-hour program. Students who complete this program will be able to apply for the certifying exam at <https://nbhwc.org/become-a-board-certified-coach/>

Because this proposed program is a NBHWC approved training program, students will be able to easily apply to take their certifying exam.

E. IMPLEMENTATION

35. Provide an enrollment projection for the next four academic years^

This program is a 14-month program with enrollment every summer with graduation at the end of the following summer. For example, Cohort 1 will enroll Summer 2022 and graduate at the end of Summer 2023. Cohort 2 will enroll at the beginning of Summer 2023, overlapping with Cohort 1 for two months.

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-2023	2023-2024	2024-2025	2025-2026
Base enrollment ¹	30	40	60	70
Lost to Attrition (should be negative)	2	2	2	2
New to the institution	6	15	20	30
Shifted from Other programs within your institution	2	3	3	3
Total Enrollment	40	60	85	105
Graduates	40	60	85	105
Carry forward base enrollment for next year	0	0	0	0

¹Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

GTERM	201605	201608	201701	201705	201708	201801	201805	201808	201901	201905	201908	202001	202005	202008
Health & Community Wellness	1	4	14	5	5	21	9	16	25	4	26	40	21	29
Nursing	0	46	71	1	46	69	0	45	65	0	59	62	1	67
Nursing (RN to BSN)	26	6	32	11	7	54	4	6	39	18	8	3	6	19

In 2020, UWG had 90 students graduate from the undergraduate Health and Community Wellness (CMWL) degree program, 130 students graduate from Nursing, and another 28 students graduate from an RN to a BSN. Further, end of program completers in the CMWL degree program indicated they would choose UWG to pursue a graduate degree in the same field of study. The areas of health, wellness, and nursing continue to be high-demand areas at UWG and tout robust enrollment. At this point, there are no other graduate degree paths for the CMWL program at UWG. Further, this program provides a unique niche for not only students of UWG, but the state and nation.

- b. If projections are significantly different than enrollment growth for the institution overall, please explain.

36. If projected program enrollment is not realized in year two, what actions are you prepared to take?

If projected program enrollment is not realized by year two, the institution will redirect resources to programs that exhibit opportunity for growth.

37. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

This program will be marketed on the NBHWC website (<https://nbhwc.org/find-an-approved-training-program/>) and social media. It will also be marketed through UWG’s social media and website. The program will be advertised through presentations and graduate student events at national conferences, including Society for Behavioral Medicine, National Wellness Institute, and the American College of Sports Medicine. This program will also be marketed through the UWG College of Education Wolf Wellness Lab and throughout undergraduate courses in CMWL. The College of Education will provide resources for internal and external marketing such as the COE website, Academic Affairs newsletter, and COE social media platforms. Additionally, this program will be advertised on UWG Online.

38. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine website**.

Prepare yourself for a rewarding career as a health and wellness coach with the only NBHWC-approved Master’s degree program offered in the Southeast United States! At the center of this program is holistic wellness, in which you will learn to help individuals achieve lasting healthy behavior change. You will help transform people towards enhanced well-being by helping them overcome hurdles, surpass limitations, and realize personal and professional potential. At the end of this program, you will qualify for the National Board Certification Exam.

39. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Reviewer 1 Name	Reviewer 2 Name	Reviewer 3 Name
Reviewer 1 Title	Reviewer 2 Title	Reviewer 3 Title
Reviewer 1 Institution	Reviewer 2 Institution	Reviewer 3 Institution
Reviewer 1 Email Address	Reviewer 2 Email Address	Reviewer 3 Email Address
Reviewer 1 Phone Number	Reviewer 2 Phone Number	Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget template, supporting Excel worksheets, and the questions below (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

40. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

No (Move to answer question 48)

Yes (If yes, answer question 47a)

a. What is the requested differential rate being requested?

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

41. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

N/A

42. If student fees are being charged (excluding mandatory fees), explain the benefit to students, by fee.

There will be a one-time \$450 (estimated) course fee for CMWL 6700. Students will need to purchase the High-Level Wellness through Multicultural Competency certificate course through the National Wellness Institute. This will provide students with nationally-recognized certification to work as professional, multicultural-competent health coaches. This certification will also help prepare students for the National Board of Health and Wellness Coaching certification examination.

43. Are there any additional financial costs that students will have to take on as part of this program? If so, what strategies have you considered to offset the cost burden? (e.g. software licenses, equipment, travel, etc.)

The cost for students to take for the national board of health and wellness coaching certifying exam is \$350. All necessary training and preparation would take place in the program of study.

How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

This is a graduate program who will be advised by faculty and will not need tutoring or career services.

F2. Faculty[^] – Explain your faculty and staff plan for the program

44. Discuss how existing courses may be incorporated into this new program:

a. Course Development

of total courses in the curriculum: **Enter #10 courses**

of existing courses to be part of the new program **Enter #1 course**

Net number of new courses to be developed **Enter #9 courses**

b. Comment on the costs and workload related to the new course development.

The main budgetary impact of delivering the program will be the reallocation of resources of the undergraduate health and community wellness degree program to this proposed graduate degree program. One current CMWL tenure-track faculty member will be the program coordinator. This individual will teach one graduate course each semester (Fall, Spring, Summer) and two undergraduate courses each semester. Another current CMWL senior lecturer will teach one graduate course each semester (Fall, Spring, Summer). Another CMWL tenure-track faculty member will teach one graduate course each semester (Fall, Spring, Summer). Currently, the undergraduate program is able to support the hiring of part-time instructors to teach courses vacated by full-time faculty. Full-time faculty members will balance their teaching load between the undergraduate and graduate classes based on the course offerings each semester.

45. Explain how **current faculty and staff** will contribute to the program.[^]

a. How many faculty will be re-directed to this program from existing programs?

Enter #3 faculty members

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

Two of the current, full-time health and community wellness faculty who are eligible to teach in the program (NBC-HWC) would shift one of their classes each semester from the undergraduate program to teach a course in the graduate program. Instructors in Health and Community Wellness, along with part-time instructors will continue to serve in the undergraduate program.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program

**Bridgette Stewart, Senior Lecturer
Duke Biber, Assistant Professor
Ashlee Davis, Assistant Professor**

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

When needed, part-time faculty will be hired to teach the existing undergraduate courses that graduate faculty are no longer teaching. Duke Biber will be the graduate program coordinator. He is currently on a 3:3 load and will receive one course release yearly to serve as program coordinator. This equates to a 3:2 load, which will allow him to teach one graduate course each semester. Bridgette Stewart, Health and Community Wellness faculty and Board Certified Health Coach, will also teach one graduate course each semester. Lastly, Ashlee Davis, a tenure-track faculty member in CMWL, will have the ability in her schedule to teach one graduate course in the fall and one graduate course in the spring should we need to offer more courses.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

No cost is required.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Duke Biber	Assistant Professor	CMWL 6200 Behavior Change Models, Methods and Theories CMWL 6300 Integrative Health and Wellness Coaching CMWL 7000 Advanced Health and Wellness Coaching CMWL 7100 Capstone (Culminating	B.A. Psychology M.S. Sport Psychology and Counseling Ph.D. in Kinesiology, Exercise Psychology, and Counseling	3/3	NBC-HWC, PI and Co-PI on College-Adopt-A-School suicide prevention grant and Girls Empowering Movement grant.

		Experience)			
Mrs. Bridgette Stewart	Senior Lecturer	<p>CMWL 6100 Lifestyle Medicine and Integrative Health</p> <p>CMWL 6300 Integrative Health and Wellness Coaching</p> <p>CMWL 7000 Advanced Health and Wellness Coaching</p> <p>CMWL 7100 Capstone (Culminating Experience)</p>	B.S. Sports Medicine M.S. Health and Physical Education	4/4	<p>ACE Certified National Health Coach</p> <p>Certified Wellness Practitioner</p> <p>Certified Worksite Wellness Specialist</p> <p>CDC Lifestyle Coach for the National Diabetes Prevention Program</p> <p>Certified Lifestyle Medicine for Health Coaches</p> <p>Wellcoaches Health and Wellness Coach (in progress)</p> <p>National Board Certified Health and Wellness Coach (NBHWC) (anticipated October 2021)</p>
Dr. Ashlee Davis	Assistant Professor	<p>CMWL 6400 Exercise and Nutrition for Health and Healing</p> <p>CMWL 6500 Health Technologies</p>	B.S. Health Science M.S. Exercise Science Ph.D. Exercise Psychology	3/3	<p>ACSM Certified Exercise Physiologist</p> <p>Registered Yoga Teacher</p> <p>OhBaby Fitness Prenatal and Postpartum Certificate</p>

46. Explain your plan for new faculty and staff for the program:

- a. How many new faculty will be needed for this program over the next four years? Enter #3

1 tenure-track faculty member will be needed to support enrollment and growth of the program beginning Year 1 (Summer 2022) and 1 tenure-track faculty member will be needed beginning year 3 (Summer 2024). 2 part-time faculty will be needed to each one course per year.

Explanation: In order to meet the needs of the undergraduate CMWL program based on continually rising enrollment (AY 17 – 445 students; AY18 – 806 students; AY19 – 953 students; AY20 – 941 student) one new faculty member will be needed to teach in this proposed program in year 1 and one new faculty member will be needed to teach in year 3. One part-time faculty member will be needed to teach Wellness Law & Entrepreneurship once per year 1, with another part-time faculty member to teach Lifestyle Medicine & Integrative Health. These faculty members will need to be a terminally-degreed professional and board-certified through the National Board of Health and Wellness Coaching (NBC-HWC) within two years of teaching in the program. This would allow for sections of the master’s program to be offered every semester with increased enrollment. This is necessary because the program will admit new students every semester.

47. How many new staff will be needed for this program over the next four years?

Enter #0

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

F3. Facilities – complete the questions below:

48. Where will the program be offered?^ Mark all that apply

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

Will new or renovated facilities or space be needed for this program over the next four years?

- No
- Yes (If yes, complete the table below, inserting additional rows as needed).

Capital Costs for Needed Facilities and Space					
Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Renovations and Infrastructure*					
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		\$0	\$0		

*Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

49. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

This does not apply.

50. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.^

This does not apply.

51. Are any of these new facilities or major renovations listed in the table above (**Question 57**) **NOT** included in the institution-level facilities master plan?

This does not apply.

52. Will any of the following types of space (Labs, Fine Arts Spaces Meeting Rooms, Student Study Spaces) be required?

No (Move to Question 63).

Yes (If yes, complete question 62. Insert additional rows as needed).

Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces ¹				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

53. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

No impact on facilities

F4. Technology

54. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	n/a			
2				
3				
4				
5				
6				
Total Technology Costs		0	0	

G. RISKS AND ASSUMPTIONS

55. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Liability for supervised coaching	<u>low</u>	low	All students will be supervised by NBC-HWC faculty and required to obtain coaching insurance.

56. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

The National Board of Health and Wellness Coaching approval is pending based upon USG’s acceptance of this program. There will not be any new equipment needed for this program. Additionally, there will not be any new hardware or software costs for this online program.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Appendix A



Tanner Community Benefit

303 Ambulance Drive
Carrollton, GA 30117
770.836.9871 PHONE
770.812.6948 FAX
www.tanner.org

January 27, 2021

To Whom It May Concern,

On behalf of Tanner Health System, please accept the following letter in support of the proposed Masters of Science in Integrative Wellness program at the University of West Georgia. This program has a strong emphasis in health and wellness coaching. Health and wellness coaches partner with clients who aim to improve their well-being through self-directed, long-lasting, values-driven techniques.

Health and wellness coaching is a growing career field with a projected market impact of \$7.85 billion nationwide by 2022. As of 2019, the American Medical Association granted category III CPT codes for nationally board-certified health and wellness coaches. This categorization aims to increase recognition of health and wellness coaches and allows for coaches to deliver care alongside the healthcare team and be reimbursed for services.

Tanner Health System supports the development of the University of West Georgia's program proposal as it aligns with the National Board of Health and Wellness Coaching's board certification requirements. There is a need for compassionate health coaches with training in evidence-based practices to work in a variety of settings. These settings include employers, workplace wellness programs, community centers, benefits brokerage firms, third party administrators, and a variety of health plans and major health systems. As a company who hires and/or subcontracts health and wellness coaching professionals, we realize the positive impact such practitioners have on our clients and in our workplace. What they need is better support and enhanced recognition of their profession as a trusted resource and as a credible component of patient care teams.

Sincerely,

A handwritten signature in black ink that reads 'Denise L. Taylor'.

Denise L. Taylor
Chief Community Health and Brand Officer
Tanner Health System



January 19, 2021

To Whom It May Concern,

Please accept the following letter in support of the proposed Masters of Science in Integrative Wellness program at the University of West Georgia. Health and wellness coaches partner with clients who aim to improve their well-being through self-directed, long-lasting, values-driven techniques. Health and wellness coaching is a growing career field with a projected market impact of \$7.85 billion nationwide by 2022. As of 2019, the American Medical Association granted category III CPT codes for nationally board-certified health and wellness coaches. This categorization aims to increase recognition of health and wellness coaches and allows for coaches to deliver care alongside the healthcare team and be reimbursed for services. Preventia Group, LLC supports the University of West Georgia's program proposal as it aligns with the National Board of Health and Wellness Coaching's board certification requirements. There is a need for compassionate health coaches with training in evidence-based practices to work in a variety of settings. These settings include employers, workplace wellness programs, community centers, benefits brokerage firms, third party administrators, and a variety of health plans and major health systems. As a company who hires and/or subcontracts health and wellness coaching professionals, we realize the positive impact such practitioners have on our clients and in our workplace. What they need is better support and enhanced recognition of their profession as a trusted resource and as a credible component of patient care teams.

Stay Well,

Brian J Schroeder
CEO, Preventia Group
President, National Wellness Institute (BOD)
bschroeder@preventiagroup.com



Jill F. George

Subject: Wellness Coaching by Phone

To whom it may concern,

Wellness coaching by phone is a service provided to Kaiser Permanente members through convenient phone sessions. The inbound wellness coaching program focuses on healthy behaviors. It is meant to help members gain confidence, create healthy habits to replace unhealthy ones, and make changes, step-by-step, toward a healthy, balanced lifestyle. In this one-on-one program, coaches use a collaborative approach to help members overcome obstacles and motivate them to achieve goals.

Our coaching teams are Kaiser Permanente employees, who are health care professionals trained in motivational interviewing and brief negotiation. Our wellness coaches teach new techniques to support positive change, and can help increase motivation and build confidence. Our coaches are specially trained to help members break through barriers and provide personal guidance to help members achieve their specific wellness goals. They do not use scripts as part of their interactions with patients; but follow a general outline and utilize the skills of motivational interviewing to conduct the session. For Kaiser Permanente members, coaches view and document coaching encounters in the member's electronic health record. This allows our coaches to understand a member's medical history, such as care gaps, and quit attempts. In addition, coaches help connect members with other Kaiser Permanente resources including regional and local health promotion classes, online programs, and other tools.

There is a need for compassionate health coaches with training in evidence-based practices to work in a variety of settings. These settings include but are not limited to a variety of health plans and major health systems and workplace wellness programs. As a company who hires health and wellness coaching professionals, we realize the positive impact such practitioners have in our communities.

Thank you,



Let's start something.

For more on Center for Healthy Living programs and resources visit kp.org/centerforhealthyliving

For more on our Weight Management and Prediabetes programs visit kp.org/healthybalance



Virgin Pulse Coaching

January 27, 2021
Farrah Williams, M.Ed., ACSM-CPT
System Benefits Wellness Program Manager
Board of Regents University System of Georgia
270 Washington Street SW
Atlanta, GA 30334

Dear Farrah Williams,

At Virgin Pulse we believe there is no one-size-fits-all approach to changing healthy habits. People do best with a personalized approach that meets them where they are and guides them to where they need to be.

Virgin Pulse's Coaching model is built from a proprietary behavior change framework based on 75 years of best practices such as game theory, neuroscience, and behavioral economics. Coaching is a comprehensive practice that facilitates person-centric, sustainable behavior change that integrates lifestyle and condition management to achieve better results, supported by our primary coach model.

Our coaching program and the Virgin Pulse platform are seamlessly connected to give each of your employees access to a deep bench of experts in resilience, nutrition, exercise physiology, stress psychology and even pharmacy.

By putting the person back in personalization with Virgin Pulse's coaching services, this member-directed approach not only delivers greater engagement, but better results too—including by participants with elevated risks and chronic conditions.

Keys to Better Coaching Outcomes

- Take a person-first approach that allows members to choose where to start
- Apply a primary coach model with referrals to additional experts to create trusted relationships and help members reach their goals
- Integrate high-touch coaching interactions with high-tech daily habit building tools that reinforce behavior change between coaching sessions
- Have the right people in-house and a quality management program

Virgin Pulse coaching meets approval standards for the International Consortium for Health & Wellness and is NCQA-certified. We employ over 200 coaches, many of who hold advanced degrees, multiple certifications, and are Nationally Board Certified Health & Wellness Coaches.

75 Fountain Street, Suite 310 | Providence, RI 02902

Learn more at virginpulse.com



The following illustrates the role and responsibilities of a Virgin Pulse Coach, including common attributes and qualifications we look for when seeking to fill this position. Proficiency requirements may vary when client is electing Virgin Pulse's dedicated, onsite coach model, or Condition Management.

Position Summary:

The Virgin Pulse Coach will work in a trusted role with employees, promoting health through individual and group coaching sessions across all lifestyle areas, and if elected by client, may be credentialed to address clinical and preventive topics. The coach will use a whole person approach to facilitate and support the participant's overall wellbeing and provide advocacy for Virgin Pulse services and other health programs sponsored by the client.

Essential Job Functions:

The coach will provide coaching sessions designed to create a supportive environment for consumers by assisting them in identifying their wellbeing vision, improve health and wellbeing habits, provide education on health matters, and establish goals and accountability.

Essential Job Requirements:

EDUCATION

- Bachelor's degree in a health related field
- Certification/License in specific field (if they have a specialty such as RN, exercise physiologist, nutritionist, other)

EXPERIENCE

- Three to five years' experience in fields related to health coach role preferred, including: nurse line, disease management etc.
- Two to four years' experience with individual behavior change management, motivational interviewing and health coaching

REQUIRED SKILLS

- Motivated, with a demonstrated results orientation and ability to execute on goals
- Strong organizational skills with a high level of attention to detail
- Excellent communication skills and interpersonal relationship management skills
- Ability to conduct coaching sessions creating a comfortable and confidential environment
- Knowledge of preventative care guidelines
- Knowledge of a wide variety of health concerns and approaches to drive towards change and positive outcomes
- Working knowledge of computer programs (e.g. Microsoft Office tools)
- Respect and use of an evidence based approach while customizing the plan to the needs of the individual consumers

Sincerely,
Anneliese Beard
Strategic Director, Client Success

75 Fountain Street, Suite 310 | Providence, RI 02902

Learn more at virginpulse.com

Appendix B

CURRICULUM MAPPING TEMPLATE									
DEPARTMENT:	Sport Management, Wellness and Physical Education		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
PROGRAM:	Masters of Science in Integrative Health & Wellness	COURSES	Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence	Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.	Apply a wide variety of theories, principles, and coaching practices that promote behavior change.	Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.	Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.	Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coaching Federation and the National Board for Health & Wellness Coaching.	Develop a business plan based upon concepts, principles, and sound practices of integrated health management.
		1 CMWL 6100	I	I	I	I	I	I	R
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		2 CMWL 6200	I	R	R	I	R	I	I
		3 CMWL 6300	M	M	M	M	M	R	I
		4 CMWL 6400	R	R	R	R	R	R	R
		5 EDRS 6301	R	I	I	R	I	I	R
		6 CMWL 6500 (A)	I	I	I	I	I	R	I
		7 CMWL 6600	R	R	R	R	R	M	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 CMWL 6700 (A)	M	I	I	M	I	M	M
		9 CMWL 7000 (A)	M	M	M	M	M	R	M
		10 CMWL 7100 (A)	M	M	M	M	M	M	M
MASTERED: Students are expected to possess an 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.									

**Academic Year
Program Map
M.S. Integrative Health and Wellness
Concentration (N/A)**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CMWL 6200 Behavior Change Models, Methods and Theories	3	CMWL 6100 Lifestyle Medicine and Integrative Health	3
CMWL 6500 Health Technologies	3	CMWL 6300 Mind Body Medicine	3
		CMWL 6600 Wellness Law & Entrepreneurship	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
Milestones		Milestones	
<ul style="list-style-type: none"> • Required to earn C or higher. 		<ul style="list-style-type: none"> • Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
EDRS 6301 Introduction to Research in the Human Sciences	3	CMWL 6700 Personal and Professional Development for the Health and Wellness Coach	3
CMWL 6400 Exercise and Nutrition for Health and Healing	3	CMWL 7100 Capstone (Culminating Experience)	3
CMWL 7000 Advanced Health and Wellness Coaching	3		
SEMESTER TOTAL	9	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Required to earn C or higher. • Engage in 4 supervised health coaching sessions. 		<ul style="list-style-type: none"> • Required to earn C or higher. • Accumulate 50 health coaching sessions. 	

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

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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

CURRICULUM MAPPI

DEPARTMENT:	Sport Management, Wellness and Physical Education		
PROGRAM:	Masters of Science in Integrative Health & Wellness	COURSES	
		1	CMWL 6100
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.		2	CMWL 6200
		3	CMWL 6300
		4	CMWL 6400
		5	EDRS 6301
		6	CMWL 6500 (A)
		7	CMWL 6600
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	CMWL 6700 (A)
		9	CMWL 7000 (A)
		10	CMWL 7100 (A)
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.			

NG TEMPLATE

PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence	Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.	Apply a wide variety of theories, principles, and coaching practices that promote behavior change.	Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
I	I	I	I
I	R	R	I
M	M	M	M
R	R	R	R
R	I	I	R
I	I	I	I
R	R	R	R
M	I	I	M
M	M	M	M
M	M	M	M

PL-SLO 5	PL-SLO 6	PL-SLO 7
Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.	Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coaching Federation and the National Board for Health & Wellness Coaching.	Develop a business plan based upon concepts, principles, and sound practices of integrated health management.
I	I	R
R	I	I
M	R	I
R	R	R
I	I	R
I	R	I
R	M	R
I	M	M
M	R	M
M	M	M

CMWL Masters in Integrative Health and Wellness Student Learning Outcomes Assessment Proposal

Program Coordinator

Dr. Duke Biber

Ph.D. Kinesiology, Emphasis: Exercise Psychology and Counseling
Georgia State University, Atlanta, Georgia
December 2017

Student Learning Outcomes

Having satisfied the requirements of the program, students will be able to:

1. Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence
2. Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.
3. Apply a wide variety of theories, principles, and coaching practices that promote behavior change.
4. Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
5. Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.
6. Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coaching Federation and the National Board for Health & Wellness Coaching.
7. Develop a business plan based upon concepts, principles, and sound practices of integrated health management.

Assessment Plan

- A pre-test content exam will be administered through CourseDen as an evaluative benchmark for all students entering the program. The test will be approximately 50 questions and cover a range of integrative health and wellness topics. The exam will encompass foundational knowledge students should possess upon graduating from the program. The test will not be counted as a grade but will solely be used for initial assessment purposes.
(Administered upon acceptance of the program)
- A final comprehensive exam (CMWL 6700) comprised of 100 multiple choice questions will be administered no sooner than the students' final semester. Each student will have two hours to complete the comprehensive exam. The success criterion is that all students earn at least 75 out of 100 for the exam. The success criterion is based on the necessary passing percentage needed to achieve the National Board Certified Health and Wellness Coach status. Students scoring less than 75 out of 100 on the comprehensive exam will have an opportunity to devise a remediation study plan and

retake the exam (NBHWC Standard 3; Content Areas 1, 2, 3, and 4).

- Students will engage in one supervised, synchronous health and wellness coaching session with a minimum duration of 20 minutes while enrolled in the course, CMWL 7000 Advanced Health and Wellness Coaching. The scoring of the supervised session will be based on a four-point rubric, evaluated by program faculty. The success criterion is that all students earn at least 3 out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary (NBHWC Standard 2; Content Areas 1, 2, & 4).
- Students will design and implement 50 health and wellness coaching sessions of a minimum of 20 minutes in duration while enrolled in the course, CMWL 7100 Capstone. The coaching hours log along with case notes from 4 coaching sessions will be reviewed and scored. The scoring will be based on a four-point rubric, evaluated by program faculty. The success criterion is that all students earn at least 3 out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary (NBHWC Standard 2; Content Areas 1, 2, 3, & 4).
- Students will develop a comprehensive, online health and wellness platform to serve a diverse population of their choice when enrolled in the course titled, CMWL 6500 Health Technologies. Students will provide peer evaluation for their classmates and be evaluated by program faculty based on the project evidence of health equity and inclusion. The success criterion is that all students earn at least 3 out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary (NBWHC Standard 1, 2, and 3; Content Areas 3 & 4).
- Upon completion of the program, students will be asked to submit an exit survey so the program faculty can identify areas of strength and areas for improvement within the program. The exit survey consists of Likert questions and one or more open-ended questions for future suggestions. The exit survey will not be counted as a grade but will solely be used for program assessment purposes. The survey is used as an indirect measure of assessment.

CMWL - 6100 - Lifestyle Medicine and Integrative Health

2022-2023 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CMWL

Course Number* 6100

Course Title* Lifestyle Medicine and Integrative Health

Course Type*

Health and Community Wellness

Catalog Course Description*

Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions Students must be enrolled in the M.S. Integrative Health and Wellness program to take this course.

Status* Active-Visible Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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


Justification and Assessment

What is the rationale for adding this course?* This program provides the skills, knowledge and expertise needed to become skilled health and wellness coaches who help clients clarify health and wellness goals through introspection, leverage their strengths, address challenges in behavior change, implement and sustain life-changing behaviors, and manage both setbacks and progress. This course is required for students to be eligible for the National Board Certified Health and Wellness Coaching exam.

Student Learning Outcomes* Upon successful completion of CMWL 6100 Lifestyle Medicine and Integrative Health, students will:

1. Define and summarize the importance of lifestyle medicine for individuals, society, and healthcare
2. Explain the benefits and risks of exercise and review the risk stratification system developed by the American College of Sports Medicine.
3. Describe key aspects of self-care including routine activity, healthy eating, stress management, sleep hygiene, connection, and positive emotions
4. Describe the history, economics, and competencies attendant to lifestyle medicine

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* 0

Fee Justification

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

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

CMWL 6100 Lifestyle Medicine and Integrative Health

*Instructor Information

Instructor:	Telephone (department):
Class Meeting Time & Location:	Online Hours:
Office Location:	Westga email:
Telephone (direct):	Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading 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 meaningful, 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.

*Course Information

Course Description

Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1. Define and summarize the importance of lifestyle medicine for individuals, society, and healthcare
2. Explain the benefits and risks of exercise and review the risk stratification system developed by the American College of Sports Medicine.
3. Describe key aspects of self-care including routine activity, healthy eating, stress management, sleep hygiene, connection, and positive emotions
4. Describe the history, economics, and competencies attendant to lifestyle medicine

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
------	------------	----------	-----------------------------------	-------------------------------

1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu

- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**

- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 6200 - Behavior Change Models, Methods and Theories

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

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School/ Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? * Yes No

Course Information

Course Prefix *

CMWL

Course Number * 6200

Course Title * Behavior Change Models, Methods and Theories

Course Type *

Health and Community Wellness

Catalog Course Description *

This course is designed to examine the accepted theories, models, and methods for facilitating behavior change initiation and adherence. Common topics will include but are not limited to the self-determination theory, social cognitive theory, theory of planned behavior, transtheoretical model, broaden and build model, motivational interviewing, mindfulness, and self-compassion.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Identify the key determinants of health
2. Explain the key constructs of health behavior change theories and models
3. Describe the efficacy of various health behavior change theories and models across situations
4. Apply evidence-based methods and skills for facilitating behavior change

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Planning Info*


- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification

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

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

CMWL 6200 Behavior Change Models, Methods and Theories

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading 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 meaningful, 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.

*Course Information

Course Description

This course is designed to examine the accepted theories, models, and methods for facilitating behavior change initiation and adherence. Common topics will include but are not limited to the self-determination theory, social cognitive theory, theory of planned behavior, transtheoretical model, broaden and build model, motivational interviewing, mindfulness, and self-compassion.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

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Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1. Identify the key determinants of health
2. Explain the key constructs of health behavior change theories and models
3. Describe the efficacy of various health behavior change theories and models across situations
4. Apply evidence-based methods and skills for facilitating behavior change

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
------	------------	----------	-----------------------------------	-------------------------------

1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

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- **University Bookstore**
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- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**

- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 6300 - CMWL 6300 Mind Body Medicine

2022-2023 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

Course Number* 6300

Course Title* CMWL 6300 Mind Body Medicine

Course Type*

Catalog Course Description* Students in this course will examine the relationship between the mind, body, and behavior. Students will explore and apply physical, emotional, social, and spiritual factors that impact resilience and well-being. An emphasis will be placed on mindfulness and spirituality to promote social emotional learning and resilience in patients and wellness professionals.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Discuss the psychophysiological effects of acute and chronic stress.
2. Describe the effects of spiritual and religious practices on health and healing.
3. Evaluate the impact of positive health behaviors (nutrition, physical activity, stress management and sleep) on physical, mental, emotional, and spiritual well-being
4. Examine and apply the core principles of resilience to well-being
5. Apply mindful practices and integrative approaches to increase self-awareness and enhance self-care.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus*

I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

Will this course have special fees or tuition required?*

- Yes
- No

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

Fee Justification

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

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

CMWL 6300 Mind Body Medicine

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, 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.

*Course Information

Course Description

Students in this course will examine the relationship between the mind, body, and behavior. Students will explore and apply physical, emotional, social, and spiritual factors that impact resilience and well-being. An emphasis will be placed on mindfulness and spirituality to promote social emotional learning and resilience in patients and wellness professionals.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

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Approaches to Instruction

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*Course Objectives and Learning Outcomes

The student will:

1. Discuss the psychophysiological effects of acute and chronic stress.
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5. Apply mindful practices and integrative approaches to increase self-awareness and enhance self-care.

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

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Course Policies

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Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

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- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
------	------------	----------	-----------------------------------	-------------------------------

1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

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online@westga.edu

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<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**

- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
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- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 6400 - Exercise and Nutrition for Health and Healing

2022-2023 Graduate New Course Request

General Information

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Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CMWL

Course Number* 6400

Course Title* Exercise and Nutrition for Health and Healing

Course Type*

Health and Community Wellness

Catalog Course Description*

This course evaluates the critical role that physical activity, exercise, and nutrition play in preventing and treating chronic diseases. Students will examine current research, established guidelines and best practices in order to design and deliver comprehensive lifestyle interventions that optimize health, healing, and well-being.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*


This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

The student will:

1. Explain the role of nutritional factors in the prevention or treatment of chronic disease.
2. Identify appropriate exercise prescriptions that can positively influence functional capacity and prevent or treat chronic disease.
3. Examine the social determinants that influence exercise behavior and nutritional choices.
4. Apply evidence-based lifestyle medicine strategies by developing self-care programs for individuals with and without chronic conditions.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus*

I have attached the REQUIRED syllabus.

338/432

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

Will this course have special fees or tuition required?*

- Yes
- No

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

Fee Justification

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

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

CMWL 6400 – Exercise and Nutrition for Health and Healing

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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counseling@westga.edu

College of Education Vision

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*Course Information

Course Description

This course evaluates the critical role that physical activity, exercise, and nutrition play in preventing and treating chronic diseases. Students will examine current research, established guidelines and best practices in order to design and deliver comprehensive lifestyle interventions that optimize health, healing, and well-being.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1. Explain the role of nutritional factors in the prevention or treatment of chronic disease.
2. Identify appropriate exercise prescriptions that can positively influence functional capacity and prevent or treat chronic disease.
3. Understand the social determinants that influence exercise behavior and nutritional choices.
4. Apply evidence-based lifestyle medicine strategies by developing self-care programs for individuals with and without chronic conditions.

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
------	------------	----------	-----------------------------------	-------------------------------

1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

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Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

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- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**

- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 6500 - Health Technologies

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? * Yes No

Course Information

Course Prefix *

CMWL

Course Number * 6500

Course Title * Health Technologies

Course Type *

Health and Community Wellness

Catalog Course Description *

This course evaluates effective and equitable uses of health technologies within the health and wellness industries to support long-term behavior change and improved well-being. Students will examine the science, design and real world application of these innovative technologies as an affordable and practical tool to deliver lifestyle interventions aimed at preventing and managing chronic disease.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Explain how health technology can support the behavior change process.
2. Assess barriers to health technology adoption and apply strategies for more equitable delivery of health technology.
3. Practically apply evidence based digital health tools.
4. Create a digital coaching platform to deliver lifestyle interventions for varying populations.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

Will this course have special fees or tuition required?*

- Yes
- No

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

Fee Justification

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

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

CMWL 6500 Health Technologies

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

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*Course Information

Course Description

This course evaluates effective and equitable uses of health technologies within the health and wellness industries to support long-term behavior change and improved well-being. Students will examine the science, design and real world application of these innovative technologies as an affordable and practical tool to deliver lifestyle interventions aimed at preventing and managing chronic disease.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

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Approaches to Instruction

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*Course Objectives and Learning Outcomes

The student will:

1. Explain how health technology can support the behavior change process.
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Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

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Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

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- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
------	------------	----------	-----------------------------------	-------------------------------

1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

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<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
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- **Student Services**
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- **Center for Academic Success**

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- **Ingram Library Services**
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- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 6600 - Wellness Law and Entrepreneurship

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CMWL

Course Number* 6600

Course Title* Wellness Law and Entrepreneurship

Course Type*

Health and Community Wellness

Catalog Course Description*

This course provides an overview of the legal landscape, leadership and entrepreneurship skills, and ethical responsibilities around the development of an integrative health and wellness coaching business. Students will learn to develop a coaching business that leverages their skills and interests while also reducing legal risk.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Demonstrate advanced knowledge of developing a successful health and wellness coaching business.
2. Build skills and learn behaviors that foster the development of their leadership and entrepreneurship competencies.
3. Exhibit law and regulatory competency regarding health and wellness coaching and business.
4. Demonstrate understanding of human resource management, insurance, and personnel issues specific to health and wellness coaching.
5. Apply legal and ethical considerations across a variety of personal and professional development settings.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus  I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification

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

CMWL 6600 Wellness Law and Entrepreneurship

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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*Course Information

Course Description

This course provides an overview of the legal landscape, leadership and entrepreneurship skills, and ethical responsibilities around the development of an integrative health and wellness coaching business. Students will learn to develop a coaching business that leverages their skills and interests while also reducing legal risk.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1. Demonstrate advanced knowledge of developing a successful health and wellness coaching business.
2. Build skills and learn behaviors that foster the development of their leadership and entrepreneurship competencies.
3. Exhibit law and regulatory competency regarding health and wellness coaching and business.
4. Demonstrate understanding of human resource management, insurance, and personnel issues specific to health and wellness coaching.
5. Apply legal and ethical considerations across a variety of personal and professional development settings.

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into

consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

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[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student->
[services/counseling/accessibility-](https://www.westga.edu/student-)
[services.php](https://www.westga.edu/student-)
- **Student Services**
<http://uwgonline.westga.edu/online->
[student-guide.php](http://uwgonline.westga.edu/online-)
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resour>
[ce-sharing.php](https://www.westga.edu/library/resour)
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.ph>
[p#student](http://uwgonline.westga.edu/exams.ph)
- **Student Services**
<https://uwgonline.westga.edu/online-student->
[guide.php](https://uwgonline.westga.edu/online-student-)
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1Xq>
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1Xq)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?t](https://docs.google.com/document/d/16Ri1Xq)
[s=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1Xq)

CMWL - 6700 - Personal and Professional Development for the Health and Wellness Coach

2022-2023 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

366/432

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

Is this a College of Education course? * Yes No

Course Information

Course Prefix *

CMWL

Course Number * 6700

Course Title * Personal and Professional Development for the Health and Wellness Coach

Course Type *

Health and Community Wellness

Catalog Course Description *

This course provides students with leadership development, social emotional learning skills, problem solving skills, effective decision making, and team building skills to aid in personal growth and professional development.

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

Is this a variable credit hour course? * Yes No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * n/a

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

Prerequisites CMWL 7000 Advanced Health and Wellness Coaching

Concurrent Prerequisites n/a

Corequisites n/a

367/432

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Describe theory-based techniques to promote personal development
2. Integrate scientific research to establish professional rapport with clients and help develop leadership skills in others.
3. Determine best practices during and outside of health and wellness coaching sessions.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*


- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification

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

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

CMWL 6700 Personal and Professional Development for the Health and Wellness Coach

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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678-839-6428

counseling@westga.edu

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The College of Education at the University of West Georgia will be recognized for leading 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 meaningful, 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.

*Course Information

Course Description

This course provides students with leadership development, social emotional learning skills, problem solving skills, effective decision making, and team building skills to aid in personal growth and professional development.

Credit Hours: 3

Prerequisites: CMWL 7000 Advanced Health and Wellness Coaching

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

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The student will:

1. Understand theory-based techniques to promote personal development
2. Integrate scientific research to establish professional rapport with clients and help develop leadership skills in others.
3. Determine best practices during and outside of health and wellness coaching sessions.

Assignments

Always refer to Course Den for additional assignment details and due dates.

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Students will be graded using the following scale:

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Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

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- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
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****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

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[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student->
[services/counseling/accessibility-](https://www.westga.edu/student-)
[services.php](https://www.westga.edu/student-)
- **Student Services**
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[ce-sharing.php](https://www.westga.edu/library/resour)
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.ph>
[p#student](http://uwgonline.westga.edu/exams.ph)
- **Student Services**
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[guide.php](https://uwgonline.westga.edu/online-student-)
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<https://docs.google.com/document/d/16Ri1Xq>
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1Xq)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?t](https://docs.google.com/document/d/16Ri1Xq)
[s=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1Xq)

CMWL - 7000 - Advanced Health and Wellness Coaching

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

Course Number* 7000

Course Title* Advanced Health and Wellness Coaching

Course Type*

Catalog Course Description* This course is designed to advance the theoretical understanding and practical application of health and wellness coaching skills. Students will apply health and wellness coaching knowledge and skills via case studies, real-world application, and supervision by NBHWC faculty. This course will also provide specific application to health and wellness coaching design and implementation across a myriad of settings.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This is a required course in the Masters in Integrative Health and Wellness program.

Student Learning Outcomes*

1. Explain in-depth and specific health and wellness coaching techniques.
2. Apply health and wellness coaching techniques in peer-to-peer formats
3. Distinguish among the different techniques of health and wellness coaching across professional settings.
4. Evaluate best practices of health and wellness coaching through faculty supervision and feedback.
5. Develop a comprehensive health and wellness coaching plan.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* \$450

Fee Justification Students will need to purchase the High-Level Wellness through Multicultural Competency certificate course through the National Wellness Institute.

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

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

CMWL 7000 Advanced Health and Wellness Coaching

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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Course Description

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Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

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*Course Objectives and Learning Outcomes

The student will:

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2. Apply health and wellness coaching techniques in peer-to-peer formats
3. Distinguish among the different techniques of health and wellness coaching across professional settings.
4. Understand best practices of health and wellness coaching through faculty supervision and feedback.
5. Develop a comprehensive health and wellness coaching plan.

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment

is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio>
[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student->
[services/counseling/accessibility-](https://www.westga.edu/student-)
[services.php](https://www.westga.edu/student-)
- **Student Services**
<http://uwgonline.westga.edu/online->
[student-guide.php](http://uwgonline.westga.edu/online-)
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resour>
[ce-sharing.php](https://www.westga.edu/library/resour)
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.ph>
[p#student](http://uwgonline.westga.edu/exams.ph)
- **Student Services**
<https://uwgonline.westga.edu/online-student->
[guide.php](https://uwgonline.westga.edu/online-student-)
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1Xq>
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1Xq)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?t](https://docs.google.com/document/d/16Ri1Xq)
[s=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1Xq)

CMWL - 7100 - Capstone (Culminating Experience)

2022-2023 Graduate New Course Request

General Information

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CMWL

Course Number* 7100

Course Title* Capstone (Culminating Experience)

Course Type*

Health and Community Wellness

Catalog Course Description*

This course will help students apply the 24 hours of coursework in integrative health and wellness coaching. Students will develop a health and wellness coaching mission statement, create a coaching manual, provide real-world coaching sessions, receive supervision and feedback, and develop long-term behavior change techniques based on theory and peer-reviewed research. This course presents opportunities for students to pursue practical work in their chosen field of study that relates to their professional plans. It is expected that the student has completed coursework and the necessary experience to carry out the objectives of the course as well as possess the habits and motivation to be of benefit to the client or sponsoring agency. Furthermore, the student must understand that he/she represents the University of West Georgia during the entire course and therefore should act professionally and ethically at all times.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. n/a

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

Prerequisites CMWL 7000 Advanced Health and Wellness Coaching

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


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

Justification and Assessment

What is the rationale for adding this course?* This is a required course in the Masters in Integrative Health and Wellness program.

- Student Learning Outcomes***
1. Assess current research data and integrate it into professional practice to solve relevant problems and make effective decisions
 2. Complete 50 real-world health and wellness coaching sessions under faculty supervision.
 3. Serve clients with ethical, compassionate care with best practices.
 4. Pursue an active and growing involvement in their desired profession by preparing for the NBHWC examination.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

388/432

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification

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

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

SOCI - 5015 - Analyzing and Visualizing Data

2022-2023 Graduate New Course Request

General Information

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/
Department*

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

SOCI

Course Number* 5015

Course Title* Analyzing and Visualizing Data

Course Type*

Sociology

Catalog Course Description* Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data in order to communicate complex quantitative information to non-specialists.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

391/432

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


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

Justification and Assessment

What is the rationale for adding this course?* Rationale: SOCI 4015 (Analyzing and Visualizing Data) currently exists as an undergraduate course, but graduate students have joined this course in the past by doing an independent study. Offering a graduate section of this course would be beneficial for the following reasons:
1) The skills students develop in this course (eg use of data visualization software) will be useful for MA students in finding jobs and in their careers
2) The proposed SOCI 5015 can be added to the Sociology MA Applied Track as an option for the additional research methods course, which will help resolve a roadblock in students getting the courses they need to complete this track.

Student Learning Outcomes*
1) Demonstrate mastery of the principles of data visualization
2) Demonstrate mastery at creating a variety of data visualizations
3) Critically evaluate data visualizations and identify errors
4) Create multi-variable data visualizations and dashboards
5) Effectively identify and communicate insights in data visualizations

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?*

- Yes
- No

If yes, what will the fee be?* NA

Fee Justification

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

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

CONCOURSE FORMAT

Other * College of Arts, Culture, and Scientific Inquiry * Anthropology, Psychology, and Sociology

Analyzing and Visualizing Data

SOCI 5015 – 3 credits (lecture class)

Dr. Winston Tripp

Associate Professor of Sociology

Course Articulations/Relevance

- graduate elective in sociology

Course Description

Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data in order to communicate complex quantitative information to non-specialists.

Prerequisites: None

Co-Requisites: None

Learning Outcomes:

- 1) Demonstrate mastery of the principles of data visualization
- 2) Demonstrate mastery at creating a variety of data visualizations
- 3) Critically evaluate data visualizations and identify errors
- 4) Create multi-variable data visualizations and dashboards
- 5) Effectively identify and communicate insights in data visualizations

Course Materials:

Recommended texts:

- *Visual Analytics with Tableau*, Nate Vogel and Sophie Sparkes
- *Virtual Data Storytelling with Tableau*, Lindy Ryan
- *The Big Book of Dashboards*, Wexler, Shaffer, and Cotgreave

Technological Requirements:

This course uses the Tableau program for all assignments, so you are responsible for ensuring you have all of the technological capabilities to download and utilize Tableau as needed throughout the course. You will be using the one-year free version of the program, which is available on the website. Note that this cannot be downloaded to phones or iPads.

Course Evaluation

You will be evaluated by completing 7 projects and 2 exams. The projects are due at the end of each learning module (roughly every two weeks) and are worth 10 points each. There are two exams that will be taken at approximately the end of the first and second third of the semester, worth 15 points each.

Schedule

See the CourseDen calendar and the Google sheet for specific dates.

Module	Topic
1	Introduction and Understanding Data
2	Grammar of Graphics, Part 1
3	Grammar of Graphics, Part 2
Exam 1	
4	Complex Visualizations
5	Mapping
Exam 2	
6	Dashboards, Part 1
7	Dashboards, Part 2

Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Course Policies and Resources

Communication Rules:

Please send all emails through CourseDen. I will be available online during my office hours and can be contacted through the CourseDen chat utility. I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails within 48 hours during the week.

Technological Support:

CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system, you should contact the Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late. Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found here:

<https://uwgonline.westga.edu/uwg-online-student-help.php>

This course uses the program Tableau, which is free to students and can be downloaded here:

https://www.tableau.com/trial/tableau-software?utm_campaign_id=2017049&utm_campaign=Prospecting-CORE-ALL-ALL-ALL-ALL&utm_medium=Paid+Search&utm_source=Google+Search&utm_language=EN&utm_country=USCA&kw=tableau&adgroup=CTX-Brand-Priority-Core-E&adused=RESP&matchtype=e&placement=&gclid=CjwKCAiA_9r_BRBZEiwAHZ_v16D_1p4FI03tJsZ0Yh_IeauQ2_Vb-PD3c7gW-8FH0wFBLNGmegoAARoCISoQAvD_BwE&gclsrc=aw.ds

It is the student's responsibility to ensure they have access to the program and to address any technological issues that may occur.

Academic Integrity:

All students are expected to act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through their efforts. In this course, it is considered dishonest to utilize any assistance when taking exams. Plagiarizing or fabricating information on the analysis project is also an academic integrity violation. Remember that it is your responsibility to ensure that you are not plagiarizing from another student or an author. Students who are found to be dishonest will receive a zero for the work, and potentially for the course, depending on the severity of the incident. The incident will be reported to the Office of Community Standards for further disciplinary actions.

Institutional Policies:

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

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

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

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](#) 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 his or her email.

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)
guidance: http://www.usg.edu/hb280/additional_information#
You may also visit our website for help with USG
Guidance: <https://www.westga.edu/police/campus-carry.php>

Mental Health Support

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

ELL Resources

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

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings](#)
- [Centers for Disease Control and Prevention FAQ](#)
- [Georgia Department of Public Health](#)

Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling

2022-2023 Graduate Revise Program Request

Introduction

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

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

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

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

If other, please identify. Admissions Requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

399/432

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

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

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

400/432

Program Name* Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling

Program ID - DO 19
NOT EDIT*

Program Code - DO 19
NOT EDIT

Program Type*

Degree Type*

Program Description*

The M.Ed. in Professional Counseling is designed for graduate students preparing for employment as professional counselors in schools, community and clinical agencies, and colleges/universities. Two options of study, School Counseling and Clinical Mental Health Counseling are available. The School Counseling program consists of a minimum of 60 semester hours (2-1/2 years of full time study). The Clinical Mental Health Counseling program consists of a minimum of 60 semester hours (2-1/2 years of full time study). A student will receive faculty endorsement only for the relevant option and plan of study completed.

Core courses in School and Clinical Mental Health Counseling include studies in theory and practice of counseling, life span and career development, individual and group counseling, multicultural counseling, testing and appraisal, research crisis and trauma counseling, substance abuse counseling, and couples/family counseling. Supervised practicum and internship experience specific to the chosen option also are required.

The School Counseling program is preparatory for certification (S-5) in kindergarten, elementary, middle, and secondary school counseling. Completion of the M.Ed. in School Counseling meets one of the requirements for professional certification as a school counselor (S-5) in Georgia. Passing scores on the GACE Program Admission Assessment, GACE Content Assessment, and verification of program completion from the University of West Georgia also are required.

The Clinical Mental Health Counseling program is preparatory for a wide variety of positions in community agencies, business, and institutions. The Clinical Mental Health Counseling option meets the current educational requirements for licensure as a professional counselor (LPC) in Georgia and both the Clinical Mental Health and School Counseling options meet the educational requirements for national counselor certification (NCC) through the National Board for Certified Counselors.

General Admission requirements to all Master of Education (M.Ed.) programs in Professional Counseling include

Minimum 2.7 undergraduate GPA

Current resume

Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.

Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

Additional Admission requirements specific for School Counseling program includes: Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III. This assessment can be exempted, as follows: minimum combined Critical Reading/Verbal and Mathematics score of 1000 on SAT score reports dated PRIOR to 7/1/19 OR Evidence Based Reading/Writing and Mathematics score of 1000 on new SAT administered March 2016 forward; minimum combined Evidence Based Reading/Writing and Mathematics score of 1080 on SAT score reports dated ON or AFTER 7/1/19; ACT Composite score: 43 on English and Math; Valid Teaching Certificate

Learning Outcomes

Candidates will demonstrate professional dispositions consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative administration of the Professional Dispositions and Behaviors Rubric.

Candidates will demonstrate professional skills consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative

counseling, as measured by an average rating of proficient or higher on a summative administration of the Field Placement Evaluation.

Candidates will know the major concepts, theories, and practices articulated in current counselor preparation standards, as measured by a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Program Goals
Students will:

Develop and demonstrate an identity as a professional counselor

Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants

Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession

Demonstrate ability to use technology to enhance services delivered to clients/students

Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations

Demonstrate an understanding and practical application of theories of individual, group, and couples/families counseling and human development

Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual, group, and couples/families settings

Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities

Demonstrate an understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities

Demonstrate ability to work with clients/students experiencing crisis and trauma (CMHC)

Demonstrate ability to work with diverse populations on issues of substance misuse and abuse (CMHC)

Status* Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Clinical Mental Health Counseling

CEPD 7105 Counseling Across the Lifespan
CEPD 7138 Multicultural Counseling
CEPD 6140 Basic Counseling Skills
CEPD 6131 Counseling Theories
CEPD 7155 Substance Abuse Counseling
CEPD 6160 Group Counseling
[Right] (CEPD 6140, 6131 Prerequisite)
CEPD 7112 Career Theory and Intervention
CEPD 6151 Assessment & Appraisal in Counseling
CEPD 7152 Research and Program Evaluation
CEPD 7141 Professional Orientation and Ethics in Counseling
CEPD 7145 Advocacy and Leadership
CEPD 6188 Practicum: Professional Counseling
[Right] (CEPD 6160, 6131, 6140, Prerequisites)
CEPD 6182 Internship: Professional Counseling
[Right] (CEPD 6188 Prerequisites)
CEPD 7153 Crisis Intervention
CEPD 6141 Principles of Clinical Mental Health Counseling
CEPD 6135 Applied Counseling Theories
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders
CEPD 7134 Couples and Family Counseling
[Before] Elective:
CEPD 7185 Special Topics in Counseling and Educational Psychology
[After] or
[After] Elective as approved by advisor 3 Credit Hours

Total: 60 Hours

School Counseling

CEPD 6140 Basic Counseling Skills
CEPD 6131 Counseling Theories

CEPD 7105 Counseling Across the Lifespan

CEPD 6160 Group Counseling

CEPD 7138 Multicultural Counseling

**CEPD 6151 Assessment & Appraisal in
Counseling**

**CEPD 6180 Principles of Professional School
Counseling**

CEPD 7112 Career Theory and Intervention

CEPD 7153 Crisis Intervention

CEPD 7134 Couples and Family Counseling

**CEPD 7141 Professional Orientation and
Ethics in Counseling**

CEPD 7155 Substance Abuse Counseling

**CEPD 7121 Issues and Trends in
Professional School Counseling**

CEPD 7145 Advocacy and Leadership

**CEPD 7152 Research and Program
Evaluation**

**CEPD 7111 Diagnosis and Treatment of
Mental and Emotional Disorders**

**CEPD 6188 Practicum: Professional
Counseling**

**CEPD 7136 Counseling Children and
Adolescents**

**CEPD 6182 Internship: Professional
Counseling**

**SPED 6706 Special Education in the Regular
Classroom**

[Right] *

Total: 60 Hours

*** 3 hours in addition to the 60 hours to satisfy GaPSC requirement for S-5 certification (Georgia Law HB 671); does not apply to those who have completed or exempted this GaPSC requirement.**

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* School Counseling

We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success.

The previous admission's requirements were:

2.7 Undergraduate GPA

Resume

Minimum GRE composite score of: 286 with a minimum of 146 verbal and 140 quantitative, and a 3.5 analytical writing. Scores must be no more than 5 years old. Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following scores: SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000 SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080 ACT Composite score: 43 on English and Math GRE Composite score: 1030 on Verbal and Quantitative (before 8/1/2011); or GRE Composite Score; 297 on Verbal and Quantitative on or after 8/1/2011) Valid Teaching Certificate
Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.
Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

The new admission requirements should include: Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following scores: SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000; SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080; ACT Composite score: 43 on English and Math; Valid Teaching Certificate
Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.
Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

Clinical Mental Health

We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success. The previous admission's requirements were: Minimum 2.7 undergraduate GPA Minimum GRE composite score of: 286 with a minimum of 146 Verbal and 140 Quantitative, with a 3.5 Analytical Writing. Scores must be no more than 5 years old Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. Resume Interview with faculty (after admissions file is complete)

The new admission requirements should include:

Minimum 2.7 undergraduate GPA

A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills.

goals, and communication/interpersonal skills.
Resume
Interview with faculty (after admissions file is complete)

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the assessment template from [here](#) complete, and upload.

Program Map*

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Professional Counseling, Ed.S.

2022-2023 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify. Admission Requirements

Desired Effective Semester*

Spring

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program * Program Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

411/432

Program Name* Professional Counseling, Ed.S.

Program ID - DO 19
NOT EDIT*

Program Code - DO 19
NOT EDIT

Program Type*

Degree Type*

Program Description* The Ed.S. degree is designed for graduate students with a master's degree in counseling, or very closely related degree, who desire further specialization as professional counselors and a higher level of competence in their work settings. The degree consists of 27 semester hours after completion of the master's degree.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements Include:

Master's degree in counseling or very closely related field Minimum 3.0 graduate GPA A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. Resume If the prospective student's master's degree is NOT from a CACREP accredited counseling program, the student must have taken the equivalent of:

**CEPD 7138 Multicultural Counseling
CEPD 6140 Basic Counseling Skills
CEPD 6141 Principles of Clinical Mental Health Counseling
CEPD 6151 Assessment & Appraisal in Counseling
CEPD 6131 Counseling Theories
CEPD 6160 Group Counseling
CEPD 6182 Internship: Professional Counseling
[Right] (CEPD 6188 Prerequisite)
CEPD 7141 Professional Orientation and Ethics in Counseling
CEPD 7152 Research and Program Evaluation
CEPD 6188 Practicum: Professional Counseling**

Note:

Equivalency of courses must be determined and approved by the student's advisor. Students who are admitted without having the equivalent of the above courses are expected to complete them successfully before taking the required Ed.S. coursework. These prerequisite courses will not count toward meeting the requirements for the Ed.S. degree.

Core Curriculum

**CEPD 8138 Advanced Multicultural Counseling
CEPD 8185 Professional Research Writing
CEPD 8184 Research: Quantitative Analysis
CEPD 8194 Research: Mixed Methods Analysis
CEPD 8152 Consultation, Collaboration and Program Development in Counseling**

CEPD 8156 Designing Effective Programs
CEPD 8171 Current Issues in Counseling and
Supervision
CEPD 8141 Supervision in Counseling
[After] CEPD Elective 3

PROGRAM CURRICULUM


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Justification and Assessment

Rationale* We are updating the Admissions requirements to expand the pool of students to consider for admissions. Specifically, we are removing the GRE requirement as we have found it not to be predictive of student success. Additionally, we would like to remove the interview component. The previous admission's requirements were: • Master's degree in counseling or very closely related field • Minimum 3.0 graduate GPA • Official GRE scores: Composite score of 291 (minimum of 150 Verbal and 141 Quantitative, 3.5 Analytical Writing). Scores must be no more than 5 years old. • Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. • Resume • Interview with faculty (after admissions file is complete) The new admission requirements should include: • Master's degree in counseling or very closely related field • Minimum 3.0 graduate GPA • A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills. • Resume

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
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SACSCOC Comments

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Please download the assessment template from [here](#) complete, and upload.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

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Addendum III

UWG Undergraduate Catalog, p.81

and UWG Academic Support: [Academic Testing Services Website](#)

Proposed Modifications to the Georgia History and Georgia Constitution Exam Policy

PROPOSED MODIFIED VERSION

IMPORTANT : The Georgia History and Constitution Proficiency Exams are available to transfer students who have already taken and passed the equivalent of HIST 2111/2112 or POLS 1101/2201/4211 out of state. If you have not fulfilled any history or political science course requirements, you must take the UWG course instead of these exams.

- GA History & GA Constitution Proficiency Exams are offered once a semester. Examinees will be required to show photo ID.
- A \$10 testing fee is associated with both the GA History and the GA Constitution exams. Additionally, we will offer individual appointments for testing if you are unable to register for our regularly scheduled exams each semester.
- If you are not sure if you need to take one or both of these exams, please email any questions/concerns to graduation@westga.edu and transfer@westga.edu in the Registrar's Office.

GA History Exam

*** Upcoming Testing Session: Wednesday, September 15th, 2021 at 3:00pm. ***

- Required text: Georgia Odyssey: A Short History of the State by James C. Cobb (2nd ed.) ISBN-10: 0820330507
- The textbook is available via UWG library or online textbook retailers. Please reach out to the Testing Center if you cannot locate a copy of this text, we have books available for loan.
- The exam consists of 20 multiple choice questions.
- Passing requires a score of 60% or better.
- Students ~~have two chances~~ **are allowed unlimited opportunities to take the exam with no specified wait time between attempts.** This exam is administered once per semester. ~~If the student is still unsuccessful after the second attempt, completion of an additional course may be required.~~

GA Constitution Exam

*** Upcoming Testing Session: Thursday, September 16th, 2021 at 3:00pm. ***

- Required text: GA State Politics: The Constitutional Foundation (5th Edition) by Lee M. Allen & Richard Saegar. ISBN-13: 978-0757510618 / ISBN-10: 0757510612
- The textbook is available via UWG library or through online textbook retailers. Please reach out to the Testing Center if you cannot locate a copy of this text, we have books available for loan.
- The exam consists of 45 multiple choice questions.
- Passing requires a score of 60% or better.

- Students ~~have two chances~~ **are allowed unlimited opportunities to take the exam with no specified wait time between attempts.** This exam is administered once per semester. ~~If the student is still unsuccessful after the second attempt, completion of an additional course may be required.~~

Please note: Students who take AP, CLEP and IB Exams and receive credit for HIST 2111 or 2112 or POLS 1101 will not have satisfied the GA History and Constitution requirements and will need to take the GA History and/or Constitution exam(s).

PROPOSED REVISED VERSION

IMPORTANT : The Georgia History and Constitution Proficiency Exams are available to transfer students who have already taken and passed the equivalent of HIST 2111/2112 or POLS 1101/2201/4211 out of state. If you have not fulfilled any history or political science course requirements, you must take the UWG course instead of these exams.

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- Students are allowed unlimited opportunities to take the exam with no specified wait time between attempts. This exam is administered once per semester.

Please note: Students who take AP, CLEP and IB Exams and receive credit for HIST 2111 or 2112 or POLS 1101 will not have satisfied the GA History and Constitution requirements and will need to take the GA History and/or Constitution exam(s).

Addendum IV

High Impact Practices (HIPs) Implementation Proposal
Academic Programs Committee
Faculty Senate
University of West Georgia
August 31, 2021

Proposal

The University System of Georgia (USG) is requesting that every institution develop a campus-wide process and criteria for assigning attributes in Banner for all courses identified as High Impact Practices (HIPs). Faculty governance is essential to the success of this curricular work; therefore, we propose this work be guided and approved by the Faculty Senate.

The [Campus HIPs Committee \(LEAP West\)](#) was recognized by the Faculty Senate in 2015. The committee membership includes faculty representatives from each of the academic colleges and schools. A member of the Academic Programs Committee (APC) of the Faculty Senate also serves on this committee. This Campus HIPs Committee will draft recommendations for the process and criteria for assigning attributes in Banner for courses identified as HIPs and submit to the APC for revision and approval before being sent to the Faculty Senate for final approval.

Once the process and criteria for assigning HIPs attributes to courses have been approved, the curricular approval of courses receiving a HIPs attribute will be processed through the Undergraduate Programs Committee (UPC), as it currently is with all undergraduate courses at UWG. The Campus HIPs Committee will coordinate the initial stages of this process: sending out periodic calls for faculty to submit courses for HIPs designation; reviewing courses based on the criteria approved by the Faculty Senate; and submitting recommendations for courses to receive HIPs attributes to the UPC for approval. Once that process is completed and approved by the Faculty Senate, the registrar will assign the attributes to courses in Banner.

Rationale for High Impact Practices to Support Student Academic Success

Research on the positive impact that HIPs can have on student learning--as well as on retention and progression--is well-established, dating back over a decade. Faculty at UWG have been actively engaged in teaching courses that include HIPs for many years, even though the institution has rarely designated them as such. While assigning HIPs attributes in Banner will allow the USG to assess HIPs and their educational impact across institutions, this work also has significant implications for UWG students. Once attributes are assigned, students would be able to make more informed decisions about courses they are taking. For example, if a student wanted to take a service learning course, they would be able to identify those courses in the registration system. They would also be able to identify HIPs-aligned courses for future educational and professional purposes post-graduation. Assigning attributes to courses could also benefit academic programs in recruitment of new students and in establishing milestones for student achievement.

Institutional Background and Support

This process for assigning HIPs attributes to courses is not new to UWG. Over the past several years, the Campus HIPs Committee has worked with the Faculty Senate to approve designations for Service Learning

courses and First-Year Seminar courses. The same faculty governance process will be followed again to meet these new USG expectations.

In Spring 2021, six UWG faculty were selected to serve as USG HIPs Implementation Fellows to serve as campus liaisons to support this work. They will continue to advise and support this work as members of the Campus HIPs Committee.

The initial recommendations for HIPs implementation at UWG were included as part of the institution's 2021-2022 Momentum Plan which was finalized in the spring.

The Provost supports this work and has identified funding to support faculty in course design or course redesign related to HIPs.

Additional information on the USG recommendations, formal definitions of High Impact Practices, and other documents supporting this proposal can be found [HERE](#).

Addendum V

Post-Tenure and Annual Review Recommendations

Executive Summary

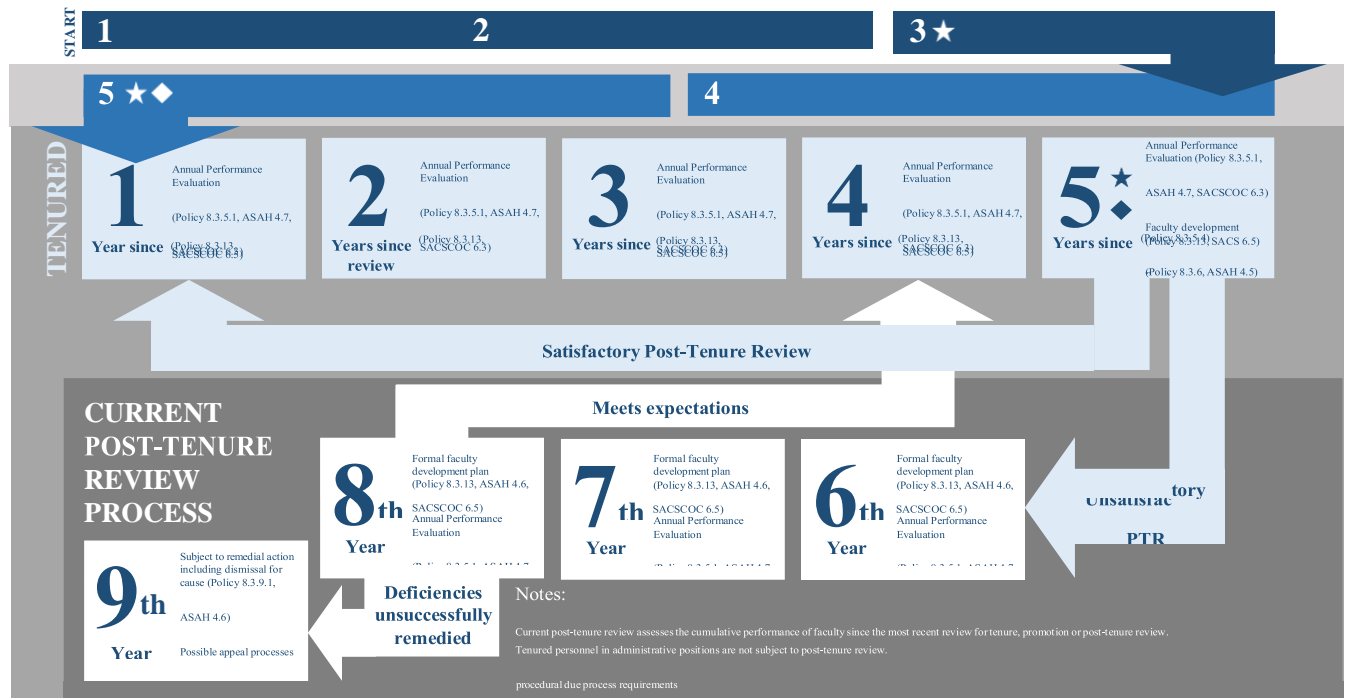
System Framework for Annual, Pre-Tenure, Promotion, Tenure, and Post-Tenure Reviews

- The BOR will enact system level guidelines and standards for all faculty reviews and will ensure that campus policies and standards conform with system requirements.
- BOR standards will require:
 - teaching quality, and student success factors consistent with USG Momentum Approach as success factors in all annual, pre-tenure, tenure, and post-tenure review criteria, in addition to the existing requirements of teaching, research and service;
 - that a deficit in any component of workload performance necessitate an immediate and defined course of corrective action;
 - that while a faculty member may be deemed as “Not Meeting Expectations” for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as “Not Meeting Expectations”.
- The USG will regularly review and periodically audit institutional annual, pre-tenure, promotion, tenure, and post-tenure evaluation policies, practices, and outcomes to ensure consistency with BOR guidelines and standards.
- The BOR will receive an annual report providing information about annual, pre-tenure, tenure, and post-tenure review outcomes at each campus.
- System and institutional training will be developed and required for provost office personnel, deans, and department chairs, to ensure that all reviews are conducted according to the established guideline and rubric standards.
- If an institution is not carrying out an appropriately rigorous review process the BOR may move the ability to award tenure to the board level until institutional processes have been remediated.

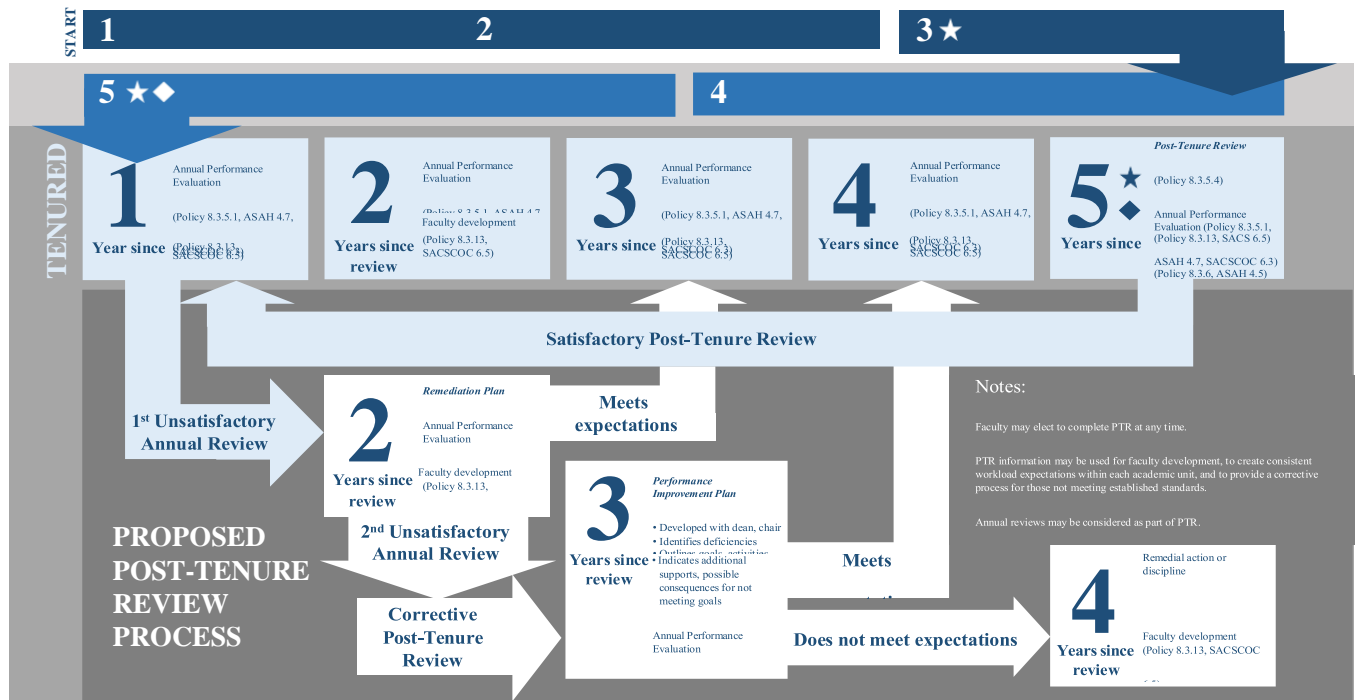
Post-Tenure Review

- The Post-Tenure Review (PTR) process will be modified to provide a better framework for faculty performance development and evaluation across all stages of their career.
- Each tenured faculty member will continue to participate in a PTR at least every five years, but must go through a required *corrective* PTR if they are evaluated as performing unsatisfactorily either overall or in any particular area for two consecutive annual reviews.
- An unfavorable PTR will result in a Performance Improvement Plan which must be satisfactorily completed within one year to avoid corresponding disciplinary action.
- Board policy and procedure will be modified to create a more expedient process that better aligns tenure revocation or other disciplinary action consequences with the modified PTR process.

Current Post-Tenure Review Policy Timeline



Proposed Post-Tenure Review Policy Timeline



Addendum VI

Faculty Senate Resolution on Academic Advising Restructuring

The Reasons for This Resolution:

1. UWG's Office of Academic Affairs (AA) has unilaterally reassigned all academic advising for majors to the Advising Center, which specifically affects programs and majors whose students had been advised (above a specified credit hour threshold) by faculty members in their respective major.
2. AA did not consult or collaborate with the affected programs or program faculty.
3. AA did not conduct a study nor produce any data on how such a change would affect major recruitment and retention in the concerned programs.
4. AA did not consult with the Faculty Senate or the Senate's Academic Policies Committee, even though academic matters are the explicit concern of the Senate.
5. AA has not communicated the new procedure directly and evenly to the affected programs; however, the Advising Center website already reflects the changed procedure and advising responsibilities (<https://www.westga.edu/student-services/advising/majors-advising-center.php>), thus causing potential confusion among students and their faculty advisors.
6. Although UWG did convene a work group for advising, the group did not recommend removing all faculty advising and assigning students to primary role advisors.
7. NACADA (National Academic Advising Association) completed an external review of UWG's advising structure in 2018 and did not recommend removing all faculty advising and assigning students to primary role advisors.

Resolution:

1. Student academic advising by faculty in their major is an issue of academic programming. As such, faculty (specifically through the Faculty Senate and its Standing Committees) must be involved in any and all decisions relating to the structure of advising at UWG as per established shared governance practices.
2. Academic advising does not have to be conducted the same way for every program on campus. Individual programs should be able to select the advising model that best fits their students' needs.
3. Any changes to academic advising must be vetted in collaboration among Academic Affairs, the Faculty Senate (specifically APC), and the affected academic programs.
4. The Faculty Senate requests that the Office of Academic Affairs rescind its unilateral changes to academic advisement procedures in order to first engage with relevant

stakeholders, through the established shared governance channels, in formulating a mutually agreed upon solution benefitting the students in the affected programs.

Addendum VII

Petition to the USG for a Change in COVID Policy

Because of the urgent priority of protecting the health and lives of all members of our university community – including students, faculty, and staff – the Faculty Senate of the University of West Georgia calls on the University System of Georgia to follow the COVID-19 health guidelines of the Centers for Disease Control and Prevention (CDC) by either:

- 1) Implementing an indoor mask-wearing requirement and vaccine mandate for all eligible individuals across the university system; or
- 2) By allowing individual USG institutions, including the University of West Georgia, to do so on their own initiative.

Resolution on Campus COVID-Related Protocols at UWG

Because of the urgent priority of protecting the health and lives of all members of our university community – including students, faculty, and staff – the Faculty Senate of the University of West Georgia calls on the president and other members of the university administrative leadership to:

- 1) Adopt policies that give faculty who are caregivers for children or other dependents who are quarantining because of COVID or are experiencing illness the option to move their classes online in order to continue serving their students while also meeting their family obligations and protecting the health of everyone.
- 2) Give faculty the option to move their face-to-face classes online in order to better serve students who are not able to attend class because of illness or quarantine.
- 3) Give faculty the resources to accommodate students in their classes who are unable to attend a face-to-face or hybrid class because of illness or a COVID quarantine. The Faculty Senate and its committees would welcome the opportunity for further conversation with the administration about revised policies that might help both faculty and students achieve class instructional goals during this pandemic.
- 4) Gather data on vaccination rates across campus and post this information on the university website, along with up-to-date data on COVID infections.
- 5) Ensure that all campus meetings include a virtual option, so that risks of COVID exposure will not be unnecessarily exacerbated.
- 6) Provide free mask dispensers at the entrance to all buildings on campus, and place cleaning supplies, hand sanitizer, and wipes in all classrooms.

- 7) Update campus signage to reflect current USG policy that facial coverings are encouraged in all indoor areas.
- 8) Model compliance with the USG's statement that "everyone is encouraged to wear a mask or face covering while inside campus facilities" by wearing facial coverings at all indoor public gatherings and university meetings.
- 9) Issue statements about the importance of following the COVID prevention guidelines of the CDC – guidelines that include indoor mask-wearing in high-transmission regions, such as our own county and state.
- 10) Advocate for stronger COVID prevention policies from the USG, as well as funding for COVID testing and other mitigation efforts to reduce COVID community spread.