

Memorandum

To: General Faculty

Date: November 6, 2024

Regarding: Faculty Senate Agenda for November 8, 2024 in Richards Hall, room 102

1. Call to Order

2. Roll Call

3. Minutes

A) The October 11, 2024 Faculty Senate Meeting Minutes were approved electronically on October 18, 2024.

4. Administrator Reports

A) President

B) Provost

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

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

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

A) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) [FREN - 3131 - Applied Intercultural Competencies](#)

Request: Add

Offered in conjunction with study abroad programs, this course empowers students to engage critically with their study abroad experiences through the theoretical and contextual framework of intercultural competency. This course expands the program's ability to help students articulate how their knowledge of global languages and cultures and participation in study abroad develop

their intercultural competency skills. The course builds critical reading, thinking, and analytical skills by asking students to use their own study abroad experiences as intercultural and contextualized case studies to improve intercultural competency, communication, and awareness. Prerequisite is FREN 1001.

b) [GRMN - 3131 - Applied Intercultural Competencies](#)

Request: Add

See rationale above for FREN 3131. Prerequisite is GRMN 1001.

c) [SPAN - 3131 - Applied Intercultural Competencies](#)

Request: Add

See rationale above for FREN 3131. Prerequisite is SPAN 1001.

d) [SPAN - 3015 - Spanish for Professions](#)

Request: Add

Because of students' growing interests and their need to cross disciplines and connect fields of inquiry with professional practices, this course interweaves Spanish with career-connected materials by applying the language skills to five distinct professional fields: Spanish in the digital era; Spanish in business and banking; Spanish in medical and health professions; Spanish in journalism and mass communication; Spanish in the legal and judicial field; and to relevant geographical areas: Central America, Spain, South America, Mexico, the Caribbean and the USA, respectively.

e) [International Languages and Cultures, French Track, B.A.](#)

Request: Revise

The following changes are proposed:

1. Change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with the program name. Change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01.
2. Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART,

COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA
allowing more flexibility.

3. Required hours are reduced from 28 to 25. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. The change reduces bottlenecks related to scheduling and allows students to enter content-based courses earlier in their degree.

4. In addition to specific and elective language courses integral to a BA in FREN/ GRMN/SPAN, the 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts.

f) [International Languages and Cultures, German Track, B.A.](#)

Request: Revise

Rationale is the same as for item e above.

g) [International Languages and Cultures, Spanish Track, B.A.](#)

Request: Revise

Rationale is the same as for item e above.

h) [International Languages and Cultures, Certification Track \(French or Spanish\), B.A.](#)

Request: Revise

Rationale is the same as for item e above.

i) [International Languages and Cultures, Minor in French, German, Spanish](#)

Request: Revise

The following changes are proposed (the credit hours remain unchanged at 18):

1. Change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with the program name.
2. Include FREN/GRMN/SPAN 1002 as a course that counts towards a FREN/GRMN/SPAN minor. The inclusion of this course recognizes the

crucial role foundational language skills have in building linguistic and cultural competencies.

3. Rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. The change reduces bottlenecks related to scheduling and allows students to enter content-based courses earlier in their degree.

4. The course FORL 3000 Global Lang. & Cult. Colloquium is proposed as a new requirement for the FREN/GRMN/SPAN minor. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts.

j) [International Languages and Cultures, Applied French Track, BA](#)

Request: Revise

This revision to the program creates a new concentration available exclusively to students completing a second major or degree. This proposal aligns with the increase in integrated programs that prepare students for the globalized workforce, creates additional pathways for students to earn two degrees within 120 hours (by leveraging electives and courses that are accepted in the Field of Study), and strengthens the disciplinary affiliations between ILC and existing programs by anchoring the Global Languages and Cultures Colloquium (FORL 3000) as a bridge course in which students reflect on and build connections between their majors in ILC and their Second Major/Degree and by reconfiguring the Senior Capstone around a culminating research project that draws from both majors.

k) [International Languages and Cultures, Applied German Track, B.A.](#)

Request: Revise

Rationale is the same as for item j above.

l) [International Languages and Cultures, Applied Spanish Track, B.A.](#)

Request: Revise

Rationale is the same as for item j above.

2) School of Social Sciences

a) [SOCI - 4293 - Families, Foster Care, and Adoption](#)

Request: Add

Foster care and adoption are career fields that many UWG undergraduates are interested in pursuing. The related career fields of child and family social workers and social/community service managers are expected to grow rapidly over the next several years. Adding this course to the Sociology curriculum will align with both student interest and job market demands. This course has been previously offered as a special topics course (SOCI 4999) in Spring 2024.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

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

Request: Revise

This proposal adds PHIL 3320 Technology and Human Values as an alternative course to PHIL 4120 Professional Ethics (currently required for the program). This will give students more flexibility, especially considering that PHIL 3320 has no prerequisites while PHIL 4120 has prerequisites.

C) University College

1) Department of Civic Engagement and Public Service

a) [Certificate of Less than One Year in Victim Services](#)

Request: Add

This certificate was approved at the March 28, 2024, UPC meeting and the April Senate meeting during the last academic year, but a change was requested when reviewed by USG. It is being resubmitted to increase the credit hours from 15 to 18 as requested by the USG. The additional three hours are due to the addition of CRIM 1100 to the certificate because the original 15 hours all had that class as a prerequisite. The certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of victimization service providers encounter and will also learn detailed information about the job of a victim advocate and techniques to assist victims

facing a variety of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime.

2) Honors College

a) [HONR - 4103 - Honors Capstone Seminar II](#)

Request: Add

This course is being added to create a two-course capstone course sequence (HONR 4102, which already exists, followed by HONR 4103) during the Honors student's final 30 hours. The 4103 course (two credit hours) provides support for students working on an Honors College project, including implementing the plan developed in prerequisite course HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes.

Information Item:

A) [XIDS - 2001 - What do you really know about Japan?](#)

UPC approved a new XIDS 2001 course topic to support study abroad in Japan for the Center for Interdisciplinary Studies.

Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)

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

A) College of Education

1) [Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education](#)

Request: Delete Program Request

Rationale: Since we now have the Master of Arts in Teaching (MAT) Elementary program, which leads to initial teacher certification in Georgia in grades PK-5, the non-degree initial certification program in elementary education should be deleted. There are no active students currently enrolled in the program.

2) [Reading Instruction M.Ed.](#)

Request: Graduate Revise Program Request

Rationale: The Georgia Professional Standards Commission rules state that non-degree granting certification-only Tier I Educational Leadership programs may be taken only by those who already hold a master's degree. In compliance with this

policy, we have removed all Tier I EDLE courses from our Program of Study, including Option 3 (Educational Leadership) in Area III (Area of Specialization).

3) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science](#)

Request: Graduate Revise Program Request

Rationale: The Educational Leadership Department revised their program and created new class numbers and our program needs to reflect that. We are also creating a new course SEED 8100 that will take the place of EDRS 6342, which will provide a greater focus on research literature and project preparation for students.

4) [SEED 8100 Reading and Research in Secondary Education](#)

Request: Graduate New Course Request

Rationale: Our students need an additional semester to read and review literature in order to have appropriate background knowledge to develop and carry out a practice-based investigative project or professional development. We have found that an extra semester of support will result in better outcomes for students.

5) [SPED - 7700 - Dyslexia: Advanced Methods and Instructional Strategies](#)

Request: Graduate New Course Request

Rationale: This course is being created to replace SPED 6500, which is a part of the Dyslexia Endorsement sequence. Currently, SPED 6500 is the only course in the Dyslexia Endorsement sequence that is a 6000-level course. This creates a barrier for Ed.S. students who may want to add the Dyslexia Endorsement as an elective because the current 6000 level course cannot be applied to their program of study. To remove this barrier, the Special Education Department is creating this course as a 7000 level.

6) [Sport Management, M.,S. Concentrations in Intercollegiate Athletics Administration, Sports Analytics](#)

Request: Graduate Revise Program Request

Rationale: Rationale: Eliminate recommendation letters from the application process. We aim to streamline the application process to make it more efficient for

both applicants and the admissions team. The majority of our prospective students consistently meet all the requirements, and we have found that additional layers of support are not required for making informed admissions decisions. By simplifying the process, we can reduce unnecessary steps while maintaining the integrity and thoroughness of our evaluations, allowing us to focus on assessing the most critical aspects of each application.

B) College of Humanities, Arts, and Social Sciences

1) [Master of Music with Concentrations in Music Education and Music Performance](#)

Request: Graduate Revise Program Request

Rationale: Most doctoral programs in music do not require the completion of a master's thesis for admission; many doctoral programs in music education allow students to submit other writing samples in lieu of a master's thesis for admission. Although one may argue that any removal of a thesis option is a "significant departure" for a program, historically fewer than 5% of UWG MM completers have chosen the thesis option and multiple UWG MM holders have completed doctoral work without a UWG thesis. The music program believes removing the thesis option will help it better align its musical expertise and resources to student music learning overall; for these reasons, the music program requests the deletion of the thesis option from its MM program.

2) [Sociology M.A.](#)

Request: Delete Program

Rationale: The provost deactivated this program in March 2024 (please see attached letter) and admissions were stopped at that time. All students in the program have been informed of this change and the teach out plan (please see attached) is being enacted.

6. Old Business

A) None

7. New Business

A) Discussion with the Provost on Leadership in Academic Affairs

8. Announcements

9. Adjourn

Addendum I

FREN - 3131 - Applied Intercultural Competencies

2025-2026 Undergraduate New Course Request

Introduction

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

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Desired Effective
Semester*

Spring

Desired Effective
Year*

2025

Routing Information

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College - School/
Department*

College of Humanities, Arts, and Social Sciences

School of Humanities

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

Course Number* 3131

Course Title* Applied Intercultural Competencies

Long Course Title Applied Intercultural Competencies

Course Type*

Catalog Course Description* This course introduces students to theories and practices of intercultural competencies. Offered in conjunction with study abroad programs, this course equips students with the comparative cultural and theoretical frameworks that will empower them to interpret their intercultural and multilingual experiences while abroad. Students will develop their knowledge of language, culture, and foundational concepts and applications of cultural competencies through the culturally contextualized case-studies of their own study abroad experiences.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites Grade of C or higher in FREN 1001

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Type of Delivery
(Select all that
apply)***

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

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

Grading*

**Undergraduate Standard
Letter**


Justification and Assessment

Rationale* This course empowers students to engage critically with their study abroad experiences through the theoretical and contextual framework of intercultural competency. This area of study has always implicitly undergirded our program but has yet to be offered as a specific course of study unto itself. With this course we will therefore expand our ability to help students articulate how their knowledge of global languages and cultures and participation in study abroad develop their intercultural competency skills. The course builds critical reading, thinking, and analytical skills by asking students to use their own study abroad experiences as intercultural and contextualized cases-studies through which to improve intercultural competency, communication, and awareness. This course provides students not only with skills that are extremely relevant to a range of academic and professional organizations, but also with knowledge that enables them to contribute responsibly and creatively to a complex twenty-first century global society. The prerequisite of FREN 1001 acknowledges that beginning language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the state of Georgia is globally connected and increasingly multilingual. Moreover, the course prerequisite and the course design and content represent strategic planning to create multiple pathways that allow students to achieve their degree goals in a timely way.

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

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

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

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

Annual Enrollment*


Will this course have
special fees or tuition
required?*


☐ Yes
☒ No

If yes, what will the
fee be?*

NA

Fee Justification NA

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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.

FREN 3131 Applied Intercultural Competencies (3 credits)

Modality: in-person, hybrid, and online to meet a variety of curricular needs for students abroad and on campus

Course Description and Objectives

This course introduces students to theories and practices of intercultural competencies, communication, and awareness. Offered in conjunction with study abroad programs, this course equips students with the comparative cultural and theoretical frameworks that will empower them to interpret their intercultural and multilingual experiences while abroad. This applied approach to developing intercultural competency skills will position students to participate more responsibly and effectively in an increasingly connected and globalized world as well as to develop the essential skills of strong oral communication, cultural awareness, and effective collaboration required by the multicultural workplace. Students will develop their knowledge of language, culture, and foundational concepts and applications of cultural competence through the culturally contextualized case-studies of their own study abroad experiences. This course thus aims to increase the impact of their time outside of the US by linking study abroad directly to theories and practices of intercultural competence and by improving their ability to articulate how their participation in a study abroad program contributes to a range of skills valued by professional organizations.

Learning Outcomes

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

Prerequisites

FREN 1001. Credit hours apply towards the minor and major in French.

Course Requirements

- Complete readings and assignments focused on intercultural competence.
- Critically reflect on a series of experiential learning assignments and activities applying theories of intercultural competence
- Complete a final project for which they assume the role of a professional consultant designing a tailor-made workshop on the benefits of intercultural competence and how it furthers the mission and goals of their dream organization/workplace.

Honor Code and UWG Policies:

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

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

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

GRMN - 3131 - Applied Intercultural Competencies

2025-2026 Undergraduate New Course Request

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☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

GRMN

Course Number* 3131

Course Title* Applied Intercultural Competencies

Long Course Title Applied Intercultural Competencies

Course Type*

German

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Year*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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College - School/
Department*

College of Humanities, Arts, and Social Sciences

School of Humanities

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix * SPAN

Course Number * 3131

Course Title * Applied Intercultural Competencies

Long Course Title Applied Intercultural Competencies

Course Type * Spanish

Catalog Course Description * This course introduces students to theories and practices of intercultural competencies. Offered in conjunction with study abroad programs, this course equips students with the comparative cultural and theoretical frameworks that will empower them to interpret their intercultural and multilingual experiences while abroad. Students will develop their knowledge of language, culture, and foundational concepts and applications of cultural competencies through the culturally contextualized case-studies of their own study abroad experiences.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites Grade of C or higher in SPAN 1001

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Type of Delivery
(Select all that
apply)***

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

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

Grading*


Justification and Assessment

Rationale* This course empowers students to engage critically with their study abroad experiences through the theoretical and contextual framework of intercultural competency. This area of study has always implicitly undergirded our program but has yet to be offered as a specific course of study unto itself. With this course we will therefore expand our ability to help students articulate how their knowledge of global languages and cultures and participation in study abroad develop their intercultural competency skills. The course builds critical reading, thinking, and analytical skills by asking students to use their own study abroad experiences as intercultural and contextualized cases-studies through which to improve intercultural competency, communication, and awareness. This course provides students not only with skills that are extremely relevant to a range of academic and professional organizations, but also with knowledge that enables them to contribute responsibly and creatively to a complex twenty-first century global society. The prerequisite of SPAN 1001 acknowledges that beginning language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the state of Georgia is globally connected and increasingly multilingual. Moreover, the course prerequisite and the course design and content represent strategic planning to create multiple pathways that allow students to achieve their degree goals in a timely way.

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

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

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.


Resources and Funding


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

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

If yes, what will the fee be? * NA

Fee Justification NA

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

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

SPAN 3131 Applied Intercultural Competencies (3 credits)

Modality: in-person, hybrid, and online to meet a variety of curricular needs for students abroad and on campus

Course Description and Objectives

This course introduces students to theories and practices of intercultural competencies, communication, and awareness. Offered in conjunction with study abroad programs, this course equips students with the comparative cultural and theoretical frameworks that will empower them to interpret their intercultural and multilingual experiences while abroad. This applied approach to developing intercultural competency skills will position students to participate more responsibly and effectively in an increasingly connected and globalized world as well as to develop the essential skills of strong oral communication, cultural awareness, and effective collaboration required by the multicultural workplace. Students will develop their knowledge of language, culture, and foundational concepts and applications of cultural competence through the culturally contextualized case-studies of their own study abroad experiences. This course thus aims to increase the impact of their time outside of the US by linking study abroad directly to theories and practices of intercultural competence and by improving their ability to articulate how their participation in a study abroad program contributes to a range of skills valued by professional organizations.

Learning Outcomes

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

Prerequisites

SPAN 1001. Credit hours apply towards the minor and major in German.

Course Requirements

- Complete readings and assignments focused on intercultural competence.
- Critically reflect on a series of experiential learning assignments and activities applying theories of intercultural competence
- Complete a final project for which they assume the role of a professional consultant designing a tailor-made workshop on the benefits of intercultural competence and how it furthers the mission and goals of their dream organization/workplace.

Honor Code and UWG Policies:

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

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

You can view the Honor Code and other policies here:

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

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

SPAN - 3015 - Spanish for Professions

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

College - School/
Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

Course Number* 3015

Course Title* Spanish for Professions

Long Course Title Spanish for Professions

Course Type*

Catalog Course Description* Spanish for Professions is designed to give students a basic foundation in professional vocabulary, geographical and cultural concepts, and situational practice while reinforcing the language skills at an intermediate to advanced level. The course will increase awareness of the environments in which today's Spanish-speaking professionals engage, specifically in five distinct fields: computer sciences, business and finance, medical and health, mass communications, and the legal and judicial systems.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites SPAN 2001

Concurrent

Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Of the approximately 434 students that declared Spanish as their minor in the last five years, the majority majored in mass communications, followed by psychology and biology. As is often the case, many students at UWG declare double majors and those who declared Spanish as a second major came mainly from nursing, health and wellness, and biology programs, followed by management, political science, and the social sciences.


Because of students' growing interests and their need to cross disciplines and connect fields of inquiry with professional practices, this course interweaves Spanish with career-connected materials by applying the language skills to five distinct professional fields: Spanish in the digital era; Spanish in business and banking; Spanish in medical and health professions; Spanish in journalism and mass communication; Spanish in the legal and judicial field; and to relevant geographical areas: Central America, Spain, South America, Mexico, the Caribbean and the USA, respectively.

Since student success depends in large part on student engagement, our goal is to offer a course that is relevant to both students' studies and their professional aspirations by using a three-pronged approach: to reinforce professional/formal and informal language skills; to learn about professional settings and contexts; and to increase cultural awareness and competence.

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

1. Understand oral and written forms and communicate concepts and ideas in Spanish to an audience of professional listeners or readers on a variety of topics. (presentational and interpersonal communication; critical thinking)
2. Understand how Spanish speakers from various backgrounds (e.g., Mexican-American, Cuban-American, Puerto Rican, Spanish) use language differently according to social and contextual features present in professional settings. (cultural/intercultural competencies)
3. Negotiate Spanish in all major time frames; to give descriptions of objects, people, and places; to express feelings and opinions; and to speak and write about real and hypothetical circumstances. (persuasion, ethical reasoning)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 15 per semester

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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

Spanish for Professions

SPAN 3015

Fall 2025 Section 01 3 credits

Description: The course offers a basic foundation in Professional Spanish vocabulary, geographical and cultural concepts, and situational practice while reinforcing the language skills at an Intermediate High to Advanced level. The course will increase awareness of the ways which today's Spanish-speaking professionals engage in five distinct environments: computer sciences, business and finance, medical and health, mass communications, and the legal and judicial systems.

Requisites: Prerequisites: SPAN 2001 Minimum Grade of C

Materials: *Ahora en Contexto* is an in-house, open-access textbook created by professors at the University of West Georgia with the aid of a grant from Affordable Learning Georgia. The textbook is available as a PDF under the Content tab in CourseDen. Additionally, there is an accessible PDF textbook and an accessible DOC textbook. If you need to print the textbook, we recommend you print from the regular PDF text. We will make extensive use of the textbook throughout the course.

Outcomes:

The language skills outcomes are based in part on the following National Standards for Foreign Language Learning for an Intermediate – Advanced level:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions, using all tenses and moods.
- Students understand and interpret written and spoken language on a variety of topics.
- Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

The career oriented professional outcomes and expectations are that, upon successful completion of the course, students can:

- Understand oral and written forms and communicate concepts and ideas in Spanish to an audience of professional listeners or readers on a variety

of topics. (presentational and interpersonal communication; critical thinking)

- Understand how Spanish speakers from various backgrounds (e.g., Mexican American, Cuban American, Puerto Rican, Spanish) use language differently according to social and contextual features present in professional settings. (cultural/intercultural competencies)
- Negotiate Spanish in all major time frames; to give descriptions of objects, people, and places; and to speak and write about real and hypothetical circumstances. (persuasion, ethical reasoning)

Evaluation:

| Type | Weight | Topic |
|---------------------------------------|-----------------|-----------------|
| Chapter exams | 27% (9%/each) | Chapter 1, 2, 4 |
| Midterm | 12.5% | Chapters 1-3 |
| Final | 12.5% | Chapters 1-5 |
| Compositions (2) | 14.0% (7%/each) | |
| Oral Exam (1) | 9% | |
| Participation, engagement, attendance | 10% | |
| Homework, discussions | 10% | |
| Co-curricular activities | 5% | |

Notes:

- Midterm and final exams are cumulative.
- The compositions will give you the opportunity to demonstrate the written Spanish skills that you have developed at two points in the semester. They will allow you to creatively use the vocabulary and grammar that we have studied. Possible topics for the first composition might require you to: write a news article regarding a new medical development; or about your position in favor or against making some financial change or innovation; or you might have to relate a recent legal or judicial experience. The second composition will require you to make an informed comparison and/or contrast between a practice or field of study in a chosen country/geographical area and the United States.

- The oral exam will give you the opportunity to demonstrate the Spanish speaking skills that you have developed over the course of the semester. These will more than likely entail role playing. Your instructor will provide information about the oral exam format at least two weeks before.
- In a face-to-face class attendance is mandatory and necessary and counts as part of the participation, preparation and engagement component of the overall final grade. In all classes and modalities, solid preparation, active participation, and meaningful engagement are essential elements, and each will be evaluated and assessed weekly.
- All activities assigned in CourseDen as well as the scheduled Discussions will count towards 10%.
- 5% of your final grade will be awarded for attending a minimum of two extra or co-curricular activities this semester. Throughout the semester, there will be ample in-person and virtual events that you can attend. These could include watching films as part of the International Film Series, taking part in *Noche de juegos*, or other weekly activities.

Breakdown:

| | | |
|---|----------------|---|
| A | 90.0 - 100 | |
| B | 80.0 - 89.9 | |
| C | 70.0 - 79.9 | A grade of C or higher is required to move on to SPAN 3102, 3015, or 3030 |
| D | 60.0 - 69.9 | |
| F | 59.9 and below | |

Assignments/ Schedule:

| | | |
|--------------|---------------------|------------------------|
| Week 1: | Course Introduction | |
| Weeks 2-4: | Chapter 1 | Exam 1 |
| Weeks 5-7: | Chapter 2 | Exam 2 |
| Weeks 8-10: | Chapter 3 | Composition 1/ Midterm |
| Weeks 11-13: | Chapter 4 | Exam 3 |

Weeks 14-16:

Chapter 5

Oral Exam/ Composition 2

Week 17:

Final exams/ projects

Link to the Common Language for Course

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

International Languages and Cultures, French Track, B.A.

2025-2026 Undergraduate 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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, French Track, B.A.

Program ID - DO NOT EDIT* 4195

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Choose ONE of the following two options:

Option A:

| | |
|---|----------|
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| [After] (and) | |
| GRMN 1001 Elementary German I | 3 |
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [After] (or) | |
| SPAN 1001 Elementary Spanish I | 3 |
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| [After] (and) | |
| [Right] Any 1000 or 2000 level course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA | 3 |

Option B:

(only available if second major or second degree completed)

| | |
|---|----------|
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| [After] (and) | |
| [After] 12 hours from additional Field of Study approved for second major or second degree | |

Courses Required for the Degree: 25 Hours

Note:

French majors need to complete 13 semester hours of required French courses and 12 semester hours from 4 FREN courses at FREN 3000 and 4000 level. The required 13 semester hours include:

| | |
|---|----------|
| FREN 3100 Composition and Conversation | 3 |
| [Right] (may be taken 3 times for credit with different content) | |
| FREN 3211 Topics in French Culture | 3 |
| FREN 4000 Advanced French Translation | 3 |
| [Right] (or) | |
| FREN 4310 Francophone Civilization | 3 |
| [Right] (or) | |
| FREN 4320 French Civilization and Culture | 3 |
| [After] (and) | |
| FORL 3000 Global Languages and Cultures Colloquium | 3 |
| [Right] (and) | |
| FREN 4484 Senior Capstone | 1 |
| [Right] (and) | |
| [Right] 12 credit hours from 4 FREN courses at FREN 3000 and 4000 level. | |

Electives: 32 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that "foreign" is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

competency based education (all forms), distance education, face to face instruction, or more than one method of curriculum delivery.


☒ None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☒ N/A

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

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

| Academic Year 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): French Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| FREN 1001 | 3 | FREN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| MATH 1001 OR 1111 | 3 | SOCIAL SCIENCE | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | SCIENCE + LAB | 4 |
| | | | |
| SEMESTER TOTAL | 14 | SEMESTER TOTAL | 16 |
| 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 |
| FREN 2001 | 3 | FREN 3100 (May be taken up to three times for credit with different content) | 3 |
| SECONDARY FL 1001 (GRMN OR SPAN) | 3 | SECONDARY FL 1002 (GRMN OR SPAN) | 3 |
| HUMANITIES | 3 | POLS 1101 | 3 |
| NON-LAB SCIENCE | 3 | STEM COURSE | 3 |
| ELECTIVE / MINOR | 3 | ELECTIVE / MINOR | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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

| YEAR 3 | | | | |
|----------------------------------|---------|--|---------------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (GRMN OR SPAN) | 3 | | HIST 2111 OR 2112 | 3 |
| FORL 3000 | 3 | | FREN 4000 OR 4310 OR 4320 | 3 |
| FREN 3211 | 3 | | FREN 3000 OR 4000 | 3 |
| HUMANITIES | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE /MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| FREN 3000 OR 4000 | 3 | | FREN 3000 OR 4000 | 3 |
| FREN 3000 OR 4000 | 3 | | FREN 4484 | 1 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| SEMESTER TOTAL | 15 | | ELECTIVE / MINOR | 3 |
| | | | SEMESTER TOTAL | 16 |
| 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.

The BA in Foreign Languages / International Languages
with Concentrations in FREN, GRMN, SPAN require 120 credits

42 from IMPACTS

18 Credit Hours from Field of Study

25 Credit Hours for Majors

35 Credit Hours electives: ILC strongly recommends to its majors that 3 electives be courses at the 3000 level or above in their major language.

+++++

The 18 Credit Hours from Field of Study include:

Choose **ONE** of the following **two** options:

Option A: (1 major)

• FREN/GRMN/ SPAN 1002 - Elementary language II [3 credits]

• FREN/GRMN/ SPAN 2001 - Intermediate language I [3 credits]

(and 3 classes from below, different language from above)

• FREN/GRMN/SPAN 1001 - Elementary language [3 credits]

• FREN/GRMN/SPAN 1002 - Elementary language [3 credits]

• FREN/GRMN/SPAN 2001 - Intermediate language I [3 credits]

(and 1 from below) [3 credits]

Any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA

Option B: (2 majors but only available if 2nd major or 2nd degree completed)

• FREN/GRMN/ SPAN 1002 - Elementary language II [3 credits]

• FREN/GRMN/ SPAN 2001 - Intermediate language I [3 credits]

(and)

12 Credit Hours from additional Field of Study approved for 2nd major/degree [12 credits]

The 25 Credit Hours for Majors vary by concentration.

FREN:

13 Credit Hours from these required courses:

- FREN 3100 – Composition and Conversation - 3 Credits (prereq 2001)
- FREN 3211 – Topics in French Culture - 3 Credits (prereq 2001)
- FREN 4000 – Advanced French Translation (or) FREN 4310 Francophone Civ (or) FREN 4320 French Civ and Culture – 3 Credits (prereq 3100)
- FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN / GRMN /SPAN courses - 3 Credits (prereq and coreq FREN/GRMN/SPAN 2001)
- FREN 4484 - Senior Capstone (prereq FORL 3000) 1 Credits

12 Credit Hours from 4 FREN courses at FREN 3000 and 4000 level

GRMN:

13 Credit Hours from these required courses:

- GRMN 3101 – German Conversation 3 Credits (prereq 2001)
- GRMN 3102 – German Composition 3 Credits (prereq 2001)
- GRMN 4xxx – (prereq 3101) 3 Credits
- FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN / GRMN /SPAN courses - 3 Credits (prereq and coreq FREN/GRMN/SPAN 2001)
- GRMN 4484 - Senior Capstone (prereq: FORL 3000) 1 Credit Hour

12 Credit Hours from 4 GRMN courses at GRMN 3000 and 4000 level

SPAN:

15 Credit Hours from these required courses:

- SPAN 3015 - Spanish for Professions 3 Credits (prereq 2001)
- SPAN 3030 - Introduction to Hispanic Literature 3 Credits (prereq 3015)
- SPAN 3102 - Spanish Composition 3 Credits (prereq 3015)
- SPAN 4012 - Spanish Culture and Civ (or) SPAN 4013 Latin American Culture and Civ 3 Credits (prereq 3102)
- SPAN 4170 - Advanced Language Skills Credits 3 Credits (prereq 3102)

3 Credit Hours FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN/GRMN/SPAN courses - (prereq and coreq FREN/GRMN/SPAN 2001)

1 Credit Hour from: SPAN 4484 - Senior Capstone (prereq: permission of instructor)

6 Credit Hours of SPAN electives chosen from SPAN 3015 and above

Rationale for changes in BA in FREN GRMN SPAN and Certificates in FREN and SPAN

First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that “foreign” is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP **from** the current 16.99 Foreign Languages, Literatures, and Linguistics, Other **to** 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/ GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

International Languages and Cultures, German Track, B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, German Track, B.A.

Program ID - DO NOT EDIT* 4196

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communications and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Choose ONE of the following two options:

Option A:

| | |
|--|---|
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [After] (and) | |
| FREN 1001 Elementary French I | 3 |
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| [After] (or) | |
| SPAN 1001 Elementary Spanish I | 3 |
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| [After] (and) | |
| [Right] | 3 |
| Any 1000 or 2000 level course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA | |

Option B:

(only available if second major or second degree completed)

| | |
|---|----------|
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [After] (and) | |
| [After] 12 hours from additional Field of Study approved for second major or second degree | |

Courses Required for the Degree: 25 Hours

Note:

German majors need to complete 13 required semester hours of German courses and 12 semester hours from 4 GRMN courses at GRMN 3000 and 4000 level. The 13 required credit hours include:

| | |
|--|-----------|
| GRMN 3101 Conversational German | 3 |
| [After] (can be taken twice for credit with different content) | |
| [Right] (and) | |
| GRMN 3102 German Composition | 3 |
| [After] (can be taken twice for credit with different content) | |
| [Right] (and) | |
| [Right] any 4000 GRMN course | 3 |
| [Right] (and) | |
| FORL 3000 Global Languages and Cultures Colloquium | 3 |
| [Right] (and) | |
| GRMN 4484 Senior Capstone | 1 |
| [Right] (and) | |
| [Right] 12 Credit hours from 4 GRMN courses at GRMN 3000 and 4000 level | 12 |

In Addition

Students are required to have either done an internship or language program in a German-speaking country. This is NOT necessarily a credit hour or course requirement, as participation in a study abroad program satisfies it and certain non-credit-bearing internships, with the permission of the German faculty, could as well. No more than 5 of the required hours may come from internships and no more than 9 of the required hours may be transferred from a pre-approved overseas program. At least 12 hours of 3000- and 4000-level German courses must be taken at the

At least 12 hours of 3000- and 4000-level German courses must be taken at the

University of West Georgia.

Electives: 35 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language. The German Section further recommends that its majors take electives that support their major, including German or European history, German philosophy, music, and/or art, and English courses on periods, topics, theory, and writing. Majors are required to seek advisement from the German faculty.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that "foreign" is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01

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In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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4.) Curriculum Map Assessment

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


Program Map*


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

Assessment Plan*

- ☐ I have attached the Assessment Plan.

 N/A

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

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

| Academic Year: 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable) German Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| MATH 1001 OR 1111 | 3 | GRMN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| GRMN 1001 | 3 | HUMANITIES | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | SCIENCE + LAB | 4 |
| | 14 | | |
| SEMESTER TOTAL | | SEMESTER TOTAL | 16 |
| 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 |
| GRMN 2001 | 3 | GRMN 3101 (May be taken three times for credit with different topic) | 3 |
| SECONDARY FL 1001 (FREN OR SPAN) | 3 | SECONDARY FL 1002 (FREN OR SPAN) | 3 |
| HUMANITIES | 3 | POLS 1101 | 3 |
| NON-LAB SCIENCE | 3 | STEM COURSE | 3 |
| SOCIAL SCIENCE | 3 | HUMANITIES | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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| YEAR 3 | | | | |
|--|---------|--|-------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (FREN OR SPAN) | 3 | | GRMN 4000 | 3 |
| GRMN 3102 (May be taken three times for credit with different topic) | 3 | | GRMN 4000 | 3 |
| FORL 3000 | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| GRMN 4000 | 3 | | GRMN 4484 | 1 |
| GRMN 4000 | 3 | | GRMN 3000 OR 4000 | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | ELECTIVE / MINOR | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| Milestones | | | Milestones | |
| | | | | |

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+++++

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Choose **ONE** of the following **two** options:

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• FREN/GRMN/ SPAN 1002 - Elementary language II [3 credits]

• FREN/GRMN/ SPAN 2001 - Intermediate language I [3 credits]

(and 3 classes from below, different language from above)

• FREN/GRMN/SPAN 1001 - Elementary language [3 credits]

• FREN/GRMN/SPAN 1002 - Elementary language [3 credits]

• FREN/GRMN/SPAN 2001 - Intermediate language I [3 credits]

(and 1 from below) [3 credits]

Any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA

Option B: (2 majors but only available if 2nd major or 2nd degree completed)

• FREN/GRMN/ SPAN 1002 - Elementary language II [3 credits]

• FREN/GRMN/ SPAN 2001 - Intermediate language I [3 credits]

(and)

12 Credit Hours from additional Field of Study approved for 2nd major/degree [12 credits]

The 25 Credit Hours for Majors vary by concentration.

FREN:

13 Credit Hours from these required courses:

- FREN 3100 – Composition and Conversation - 3 Credits (prereq 2001)
- FREN 3211 – Topics in French Culture - 3 Credits (prereq 2001)
- FREN 4000 – Advanced French Translation (or) FREN 4310 Francophone Civ (or) FREN 4320 French Civ and Culture – 3 Credits (prereq 3100)
- FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN / GRMN /SPAN courses - 3 Credits (prereq and coreq FREN/GRMN/SPAN 2001)
- FREN 4484 - Senior Capstone (prereq FORL 3000) 1 Credits

12 Credit Hours from 4 FREN courses at FREN 3000 and 4000 level

GRMN:

13 Credit Hours from these required courses:

- GRMN 3101 – German Conversation 3 Credits (prereq 2001)
- GRMN 3102 – German Composition 3 Credits (prereq 2001)
- GRMN 4xxx – (prereq 3101) 3 Credits
- FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN / GRMN /SPAN courses - 3 Credits (prereq and coreq FREN/GRMN/SPAN 2001)
- GRMN 4484 - Senior Capstone (prereq: FORL 3000) 1 Credit Hour

12 Credit Hours from 4 GRMN courses at GRMN 3000 and 4000 level

SPAN:

15 Credit Hours from these required courses:

- SPAN 3015 - Spanish for Professions 3 Credits (prereq 2001)
- SPAN 3030 - Introduction to Hispanic Literature 3 Credits (prereq 3015)
- SPAN 3102 - Spanish Composition 3 Credits (prereq 3015)
- SPAN 4012 - Spanish Culture and Civ (or) SPAN 4013 Latin American Culture and Civ 3 Credits (prereq 3102)
- SPAN 4170 - Advanced Language Skills Credits 3 Credits (prereq 3102)

3 Credit Hours FORL 3000 – Global Languages and Cultures Colloquium (or) future cross listed FREN/GRMN/SPAN courses - (prereq and coreq FREN/GRMN/SPAN 2001)

1 Credit Hour from: SPAN 4484 - Senior Capstone (prereq: permission of instructor)

6 Credit Hours of SPAN electives chosen from SPAN 3015 and above

Rationale for changes in BA in FREN GRMN SPAN and Certificates in FREN and SPAN

First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that “foreign” is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP **from** the current 16.99 Foreign Languages, Literatures, and Linguistics, Other **to** 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/ GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

International Languages and Cultures, Spanish Track, B.A.

2025-2026 Undergraduate 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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, Spanish Track, B.A.

Program ID - DO NOT EDIT* 4210

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, and Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Choose ONE of the following two options:

Option A:

| | |
|--|----------|
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| [After] (and) | |
| FREN 1001 Elementary French I | 3 |
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| [After] (or) | |
| GRMN 1001 Elementary German I | 3 |
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [After] (and) | 3 |
| Any 1000 or 2001 level courses from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA | |

Option B:

(only available if second major or second degree completed)

| | |
|---|----------|
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |

[After] (and)

[After] 12 hours from additional Field of Study
approved for second major or second degree

Courses Required for the Degree: 25 Hours

Note:

Spanish majors need to complete 15 credit hours of required Spanish courses and 3 credit hours of FORL 3000 and 6 credit hours of SPAN electives above SPAN 3015 and 1 credit hour of Spanish Capstone

| | |
|--|---|
| [After] SPAN - 3015 - Spanish for Professions | 3 |
| SPAN 3030 Introduction to Hispanic Literature | 3 |
| SPAN 3102 Spanish Composition | 3 |
| SPAN 4012 Spanish Culture and Civilization | 3 |
| [After] (or) | |
| SPAN 4013 Latin American Culture and Civilization | 3 |
| SPAN 4040 Spanish Linguistics | 3 |
| [After] (or) | |
| SPAN 4170 Advanced Language Skills | 3 |
| [After] FORL - 3000 - Global Languages and Cultures Colloquium | 3 |
| [After] (or) | |
| Future cross-listed FREN/GRMN/SPAN courses | |
| [After] and | 6 |
| 6 credit hours of SPAN 3000 or 4000 level courses | |
| SPAN 4484 Senior Capstone | 1 |

Electives: 35 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

Students may retake a course in French, Spanish, or German for credit at the 1000 or 2000 level only if they have not completed a course with a higher number for credit.

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.

Rationale* First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that "foreign" is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

competency based education (all forms), distance education, face to face instruction, or more than one method of curriculum delivery.


☒ None of these apply

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

| Academic Year 2025 | | | |
|--|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): Spanish Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| SPAN 1001 | 3 | SPAN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| MATH 1001 OR 1111 | 3 | HUMANITIES | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 or 2000 | 3 | SCIENCE + LAB | 4 |
| | | | |
| SEMESTER TOTAL | 14 | SEMESTER TOTAL | 16 |
| Milestones | | Milestones | |
| • Complete ENGL 1101; Required to earn C or higher. | | • Complete ENGL 1102; Required to earn C or higher. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SPAN 2001 | 3 | SPAN 3015 | 3 |
| SECONDARY FL 1001 (GRMN or FREN) | 3 | SECONDARY FL 1002 (GRMN or FREN) | 3 |
| HUMANITIES | 3 | HUMANITIES | 3 |
| NON-LAB SCIENCE | 3 | SOCIAL SCIENCE | 3 |
| POLS 1101 | 3 | STEM COURSE | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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

| YEAR 3 | | | | |
|----------------------------------|---------|--|-------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (GRMN or FREN) | 3 | | SPAN 3030 | 3 |
| FORL 3000 | 3 | | SPAN 4012 or 4013 | 3 |
| SPAN 3102 | 3 | | SPAN 3000 OR 4000 | 3 |
| ELECTIVE/MINOR | 3 | | ELECTIVE/MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SPAN 4170 | 3 | | SPAN 3000 OR 4000 | 3 |
| SPAN 3000 OR 4000 | 3 | | ELECTIVE /MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | SPAN 4484 | 1 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| 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.

The BA in FLL with a concentration in Spanish requires 120 credits:

42 from IMPACTS

18 credit hours from Field of Study

Choose ONE of the following two options:

- **Option A: (1 major)**

- SPAN 1002 - Elementary Spanish II [3 credits]

- SPAN 2001 - Intermediate Spanish I [3 credits]

(and 3 classes from below)

- FREN 1001 or GRMN 1001 - Elementary French I / German I [3 credits]

- FREN 1002 or GRMN 1002 - Elementary French II / German II [3 credits]

- FREN 2001 or GRMN 2001 - Intermediate French I / German I [3 credits]

(and 1 from below) [3 credits]

Any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA

- **Option B: (2 majors but only available if 2nd major or 2nd degree completed)**

- SPAN 1002 - Elementary Spanish II 3 Credit Hours [3 credits]

- SPAN 2001 - Intermediate Spanish I 3 Credit Hours [3 credits]

(and)

12 hours from additional Field of Study approved for 2nd major/degree [12 credits]

25 Credit Hours Required for the Degree

Spanish majors need to complete **15** semester hours of required Spanish courses **and 6** semester hours of SPAN electives chosen from courses above the 3000 i.e. (Literature, Translation, Film and Literature, Business Spanish, Special Topics, etc.), **and 3** semester hours of FORL 3000 Global Language & Culture Colloquium **and 1** Credit Hour from: SPAN 4484 - Senior Capstone (prereq: permission of instructor)

15 Credit Hours from these required courses:

- SPAN 3015 - Spanish for Professions 3 Credit Hours (prereq 2001)

- SPAN 3030 - Introduction to Hispanic Literature (prereq 3015)

- SPAN 3102 - Spanish Composition (prereq 3015)
- SPAN 4012 - Spanish Culture and Civilization **(or)** SPAN 4013 Latin American Culture and Civilization (prereq 3102)
- SPAN 4170 - Advanced Language Skills (prereq 3102)

6 Credit Hours of SPAN electives chosen from SPAN 3015 and above

3 FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) – Global Languages and Cultures Colloquium (prereq and coreq FREN/GRMN/SPAN 2001)

1 Credit Hour from: SPAN 4484 - Senior Capstone (prereq: permission of instructor)

35 Credit Hours Electives. ILC strongly recommends to its majors that 3 electives be courses at the 3000 level or above in their major language.

Model for Spanish BA 120 Credit Hours

| | |
|----------------------------------|--|
| 42 Credit Hours Impact | |
| 18 Credit Hours FoS | |
| 25 Credit Hours Major | |
| 15 hrs | SPAN 3015 - Spanish for Professions SPAN 3030 - Introduction to Hispanic Literature SPAN 3102 - Spanish Composition SPAN 4012 - Spanish Culture and Civ (or) SPAN 4013 LA Culture and Civ • SPAN 4170 - Advanced Language Skills |
| 1 hrs | SPAN 4484 - Senior Capstone |
| 6 hrs | Spanish Electives from SPAN 3000 and above |
| 3 hrs | FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) |
| 35 Credit Hours Electives | |

Rationale for changes in BA in FREN GRMN SPAN and Teaching Certification in FREN and SPAN

First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that “foreign” is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP **from** the current 16.99 Foreign Languages, Literatures, and Linguistics, Other **to** 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

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In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

International Languages and Cultures, Certification Track (French or Spanish), B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* International Languages and Cultures, Certification Track (French or Spanish), B.A.

Program ID - DO NOT EDIT* 4215

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Unless students begin the program with a strong background in the target language, they may require five years to complete the major with certification program.

Students majoring in Spanish or French and seeking P-12 certification must take the Georgia Educator Ethics Assessment (Test 360) and the following courses prior to being admitted to the College of Education.

| | |
|---|---|
| EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts | 3 |
| EDUC 2130 Exploring Learning and Teaching | 3 |

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Concentration in Spanish with P-12 Certification

Choose ONE of the following two options:

Option A:

| | |
|----------------------------------|---|
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| GRMN 1002 Elementary German II | 3 |

[After] (or)

FREN 1002 Elementary French II 3

[After] (or)

[Before] 3 credits from additional Field of Study approved for second major or degree 3

[After]

(and)

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts 3

EDUC 2130 Exploring Learning and Teaching 3

MEDT 2501 Multiple Literacies for Ed. 3

Option B:

Students must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. (Applies only after completing a second major or degree)

SPAN 1002 Elementary Spanish II 3

SPAN 2001 Intermediate Spanish I 3

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts 3

EDUC 2130 Exploring Learning and Teaching 3

MEDT 2501 Multiple Literacies for Ed. 3

[Before](and)

[After] 3 hours from additional Field of Study approved for second major or degree (see note above)

Concentration in French with P-12 Certification

Choose ONE of the following two options:

Option A:

FREN 1002 Elementary French II 3

FREN 2001 Intermediate French I 3

GRMN 1002 Elementary German II 3

[After] (or)

| | |
|--|----------|
| SPAN 1002 Elementary Spanish II | 3 |
| [Before](or) | |
| [Before] 3 credits from additional Field of Study approved for second major or degree | 3 |
| [Before](and) | |
| EDUC 2110 Investigating Critical and Contemporary Issues in Education | 3 |
| EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts | 3 |
| EDUC 2130 Exploring Learning and Teaching | 3 |

Option B:

Students must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. (Applies only after completing a second major or degree)

| | |
|--|----------|
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts | 3 |
| EDUC 2130 Exploring Learning and Teaching | 3 |
| MEDT 2501 Multiple Literacies for Ed. | 3 |
| [Before](and) | |
| [After] 3 credit hours from additional Field of Study approved for second major or degree (see note above.) | |

Spanish Majors must take:

Spanish majors must complete 25 semester hours: 15 credit hours of required SPAN courses and 6 credit hours of SPAN electives above SPAN 3015 and 3 credit hours of FORL 3000 Global Languages and Cultures (or future cross listed FREN/GRMN/SPAN and 1 credit hour from SPAN 4484 Senior Capstone.

25 major credit hours from required SPAN courses

| | |
|--|----------|
| SPAN 3015 Spanish for Professions | |
| SPAN 3030 Introduction to Hispanic Literature | 3 |
| SPAN 3102 Spanish Composition | 3 |
| SPAN 4012 Spanish Culture and Civilization | 3 |
| [After] (or) | |

| | |
|--|----------|
| SPAN 4013 Latin American Culture and Civilization [Before](and) | 3 |
| SPAN 4040 Spanish Linguistics [After] (or) | 3 |
| SPAN 4170 Advanced Language Skills [Before](and) | 3 |
| SPAN 4484 Senior Capstone [Before](and) | 1 |
| FORL 3000 Global Languages and Cultures Colloquium [Before](and) | 3 |
| [Before]6 credit hours of SPAN electives above SPAN 3015 | |

French Majors must take:

25 major credit hours from required FREN courses

25 major credit hours from required FREN courses

| | |
|--|----------|
| FREN 3100 Composition and Conversation | 3 |
| FREN 3211 Topics in French Culture | 3 |
| FREN 4000 Advanced French Translation [Before](or) | 3 |
| FREN 4310 Francophone Civilization [Right] (or) | 3 |
| FREN 4320 French Civilization and Culture [Before](and) | 3 |
| FORL 3000 Global Languages and Cultures Colloquium [After] (and) | 3 |
| FREN 4484 Senior Capstone [Before](and) | 1 |
| [Before]12 credit hours from 4 FREN courses at FREN 3000 and 4000 level | |

Both French and Spanish majors must take the following courses:

| | |
|--|----------|
| FORL 4501 Foundations of Language | 3 |
|--|----------|

| | |
|--|------------------|
| FORL 4501 Foundations of Language Development | 3 |
| FORL 4502 Methods of Foreign Language Teaching | 3 |
| SEED 4271 Instruction, Assessment, and Management in the Secondary Classroom | 2 |
| SEED 4271L Instruction, Assessment, and Management in the Secondary Classroom Lab | 1 |
| CEPD 4101 Educational Psychology | 3 |
| SPED 3715 The Inclusive Classroom: Differentiating Instruction | 3 |
| MEDT 3401 Integrating Technology into the Curriculum | 3 |
| FORL 4586 Teaching Internship | 3.0 - 9.0 |

Note:

They must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. Certification candidates must have a GPA of 2.7 or higher.

8 credit hours from electives

ILC strongly recommends to its majors that electives be courses at the 3000 level or above in their major language

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* First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that "foreign" is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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


Program Map*


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

Assessment Plan*

- ☐ I have attached the Assessment Plan.

 N/A

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

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

| Academic Year: 2025 | | | |
|---|---------|--|---|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): BA Certification Track Spanish | | | |
| YEAR 1 | | | |
| TERM 1 | | | TERM 2 |
| Course | Credits | | CourseCredits |
| ENGL 1101 | 3 | | ENGL 11013 |
| MATH 1001 OR 1111 | 3 | | SPAN 10023 |
| XIDS 2002 | 2 | | HIST 2111 OR HIST 21123 |
| SPAN 1001 | 3 | | EDUC 21103 |
| ANTH, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | | SCIENCE + LAB4 |
| | | | |
| SEMESTER TOTAL | 14 | | SEMESTER TOTAL16 |
| Milestones | | | Milestones |
| • Complete ENGL 1101; Required to earn C or higher. | | | • Complete ENGL 1102; Required to earn C or higher. |
| YEAR 2 | | | |
| TERM 1 | | | TERM 2 |
| Course | Credits | | CourseCredits |
| SPAN 2001 | 3 | | SPAN 30153 |
| SECONDARY FL 1001 (GRMN or FREN) | 3 | | SECONDARY FL 1002 (GRMN or FREN)3 |
| EDUC 2120 | 3 | | EDUC 21303 |
| POLS 1101 | 3 | | SOCIAL SCIENCE3 |
| STEM COURSE | 3 | | NON-LAB SCIENCE3 |
| | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL15 |
| 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 |
| SECONDARY FL 2001 (GRMN or FREN) | 3 | | SPAN 3030 | 3 |
| SPED 3715 | 3 | | SPAN 4012 OR 4013 | 3 |
| FORL 4501 | 3 | | FORL 4502 | 3 |
| FORL 3000 | 3 | | SEED 3171/4271L | 3 |
| SPAN 3102 | 3 | | SPAN 3000 OR 4000 | 3 |
| HUMANITIES | 3 | | HUMANITIES | 3 |
| SEMESTER TOTAL | 18 | | SEMESTER TOTAL | 18 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| CEPD 4101 | 3 | | SPAN 4485 | 1 |
| MEDT 3401 | 3 | | FORL 4586 | 9 |
| SPAN 4170 | 3 | | | |
| SPAN 3000 OR 4000 | 3 | | | |
| SPAN 3000 OR 4000 | 3 | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 10 |
| 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.

| Academic Year: 2025 | | | | |
|---|---------|--|---|---------|
| Program Map: International Languages and Cultures | | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | | |
| Concentration (if applicable): BA Certification Track French | | | | |
| YEAR 1 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| ENGL 1101 | 3 | | ENGL 1102 | 3 |
| FREN 1001 | 3 | | FREN 1002 | 3 |
| XIDS 2002 | 2 | | HIST 2111 OR 2112 | 3 |
| MATH 1001 or 1111 | 3 | | EDUC 2110 | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | | SCIENCE + LAB | 4 |
| | | | | |
| SEMESTER TOTAL | 14 | | SEMESTER TOTAL | 16 |
| 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 |
| FREN 2001 | 3 | | FREN 3100 (May be taken up to three times for credit with different content) | 3 |
| SECONDARY FL 1001 (GRMN OR SPAN) | 3 | | SECONDARY FL 1002 (GRMN OR SPAN) | 3 |
| EDUC 2120 | 3 | | EDUC 2130 | 3 |
| POLS 1101 | 3 | | SOCIAL SCIENCE | 3 |
| NON-LAB SCIENCE | 3 | | STEM COURSE | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |

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

| YEAR 3 | | | | |
|----------------------------------|---------|--|---------------------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (GRMN OR SPAN) | 3 | | FREN 4000 OR 4310 OR 4320 | 3 |
| SPED 3715 | 3 | | SEED 4271/4271L | 3 |
| FORL 4501 | 3 | | FORL 4502 | 3 |
| FORL 3000 | 3 | | FRENCH 4785 échange en distance | 1 |
| FREN 3211 | 3 | | FREN 3000 OR 4000 | 3 |
| HUMANITIES | 3 | | HUMANITIES | 3 |
| SEMESTER TOTAL | 18 | | SEMESTER TOTAL | 16 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| CEPD 4101 | 3 | | FREN 4484 | 1 |
| MEDT 3401 | 3 | | FORL 4586 | 9 |
| FREN 4785 échange en distance | 1 | | | |
| FREN 3000 OR 4000 | 3 | | | |
| FREN 3000 OR 4000 | 3 | | | |
| FREN 3000 OR 4000 | 3 | | | |
| SEMESTER TOTAL | 16 | | SEMESTER TOTAL | 10 |
| 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.

The BA in FLL with Certification Track (French or Spanish) requires 120 credits:

Unless students begin the program with a strong background in the target language, they may require five years to complete the major with certification program.

Students majoring in Spanish or French and seeking P-12 certification must take the Georgia Educator Ethics Assessment (Test 360) and the following courses prior to being admitted to the College of Education.

- EDUC 2120 - Exploring Sociocultural Perspectives on Diversity in Educational Contexts 3 Credit Hours
- EDUC 2130 - Exploring Learning and Teaching 3 Credit Hours

Requirements for admission to this program are:

2.7 or higher GPA

Passing score of Georgia Educator Ethics Assessment (Test 360)

Completion of at least 75% of core classes

Concentration in Spanish

42 credit hours from IMPACTS

18 credit hours from Field of study

Option A

SPAN 1002

SPAN 2001

GRMN 1002 or FREN 1002 or 3 hours from additional Field of Study approved for second major or degree (see note below)

EDUC 2120

EDUC 2130

MEDT 2501

or

Option B

(only available if a second major or second degree completed)

SPAN 1002

SPAN 2001

EDUC 2120

EDUC 2130

MEDT 2501

3 hours from additional Field of Study approved for second major or degree (see note below)

25 Credit Hours Required for the Degree

15 Credit Hours from these required courses:

- SPAN 3015 - Spanish for Professions 3 Credit Hours (prereq 2001)
- SPAN 3030 - Introduction to Hispanic Literature (prereq 3015)

- SPAN 3102 - Spanish Composition (prereq 3015)
- SPAN 4012 - Spanish Culture and Civilization (**or**) SPAN 4013 Latin American Culture and Civilization (prereq 3102)
- SPAN 4170 - Advanced Language Skills (prereq 3102)

6 Credit Hours of SPAN electives chosen from SPAN 3015 and above

3 FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) – Global Languages and Cultures Colloquium (prereq and coreq FREN/GRMN/SPAN 2001)

1 Credit Hour from: SPAN 4484 - Senior Capstone (prereq: permission of instructor)

35 Credit Hours Electives. Must include:

- FORL 4501 - Foundations of Language Development 3 Credit Hours
- FORL 4502 - Methods of Foreign Language Teaching 3 Credit Hours
- SEED 4271 - Instruction, Assessment, and Management in the Secondary Classroom 2 Credit Hours
- SEED 4271L- Instruction, Assessment, and Management in the Secondary Classroom Lab 1 Credit Hour
- CEPD 4101 - Educational Psychology 3 Credit Hours
- SPED 3715 - The Inclusive Classroom: Differentiating Instruction 3 Credit Hours
- MEDT 3401 - Integrating Technology into the Curriculum 3 Credit Hours
- FORL 4586 - Teaching Internship 3.0 - 9.0 Credit Hours
- 8 credit hours from electives

Note: They must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. Certification candidates must have a GPA of 2.7 or higher.

Concentration in French

42 credit hours from IMPACTS

18 credit hours from Field of study

Option A

FREN 1002

FREN 2001

GRMN 1002 or SPAN 1002 or 3 hours from additional Field of Study approved for second major or degree (see note below)

EDUC 2120

EDUC 2130

MEDT 2501

or

Option B

(only available if a second major or second degree completed)

FREN 1002

FREN 2001

EDUC 2120

EDUC 2130

MEDT 2501

3 hours from additional Field of Study approved for second major or degree (see note below)

25 Credit Hours Required for the Degree

13 Credit Hours from these required courses:

- FREN 3100 – Composition and Conversation 3 Credit Hours (prereq 2001)
- FREN 3211 – Topics in French Culture 3 Credit Hours (prereq 2001)
- FREN 4000 – (Advanced French Translation) OR FREN 4310 (Francophone Civilization) OR FREN 4320 (French Civilization and Culture) – (prereq 3100) 3 Credit Hours
- FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) – Global Languages and Cultures Colloquium (prereq and coreq FREN/GRMN/SPAN 2001) 3 Credit Hours
- FREN 4484 - Senior Capstone (prereq: FORL 3000) 1 Credit Hour

12 Credit hours from 4 FREN courses at FREN 3000 and 4000 level

35 Credit Hours Electives. Must include:

- FORL 4501 - Foundations of Language Development 3 Credit Hours
- FORL 4502 - Methods of Foreign Language Teaching 3 Credit Hours
- SEED 4271 - Instruction, Assessment, and Management in the Secondary Classroom 2 Credit Hours
- SEED 4271L- Instruction, Assessment, and Management in the Secondary Classroom Lab 1 Credit Hour
- CEPD 4101 - Educational Psychology 3 Credit Hours
- SPED 3715 - The Inclusive Classroom: Differentiating Instruction 3 Credit Hours
- MEDT 3401 - Integrating Technology into the Curriculum 3 Credit Hours
- FORL 4586 - Teaching Internship 3.0 - 9.0 Credit Hours
- 8 credit hours from electives

Note:

They must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. Certification candidates must have a GPA of 2.7 or higher.

Rationale for changes in BA in FREN GRMN SPAN and Certificates in FREN and SPAN

First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that “foreign” is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English. We are also requesting a change in CIP **from** the current 16.99 Foreign Languages, Literatures, and Linguistics, Other **to** 16.01

Second, our Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA. This change reflects many UWG programs' approach to Field of Study courses and allows students more flexibility as they complete their degrees.

Third, we lowered our requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Fourth, in addition to specific and elective language courses integral to a BA in FREN/ GRMN/SPAN, our 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a major and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in Spanish demands.

International Languages and Cultures, Minor in French, German, Spanish

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* International Languages and Cultures, Minor in French, German, Spanish

Program ID - DO NOT EDIT* 4195

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Minors in French, German, Spanish require 18 credit hours

Minor in French

Minor in French requires 18 credit hours

| | |
|---|---|
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| FREN 3100 Composition and Conversation | 3 |
| [Before]FORL - 3000 - Global Languages and Cultures Colloquium | 3 |
| [Before](and) | |
| [Before]2 upper-level courses with FREN prefix | 6 |

Minor in German

Minor in German requires 18 credit hours

| | |
|---|---|
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [Before]GRMN - 3101 - German Conversation | 3 |
| [Before]FORL - 3000 - Global Languages and Cultures Colloquium | 3 |
| [Before](and) | |
| [Before]2 upper-level courses with GRMN prefix | 6 |

Minor in Spanish

Minor in Spanish requires 18 credit hours

| | |
|---|---|
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| [Before]SPAN - 3015 - Spanish for Professions | 3 |
| [Before]SPAN - 3102 - Spanish compositions | 3 |
| [Before]FORL - 3000 - Global Languages and Cultures Colloquium | 3 |
| [Before]1 upper-level courses with SPAN prefix | 3 |

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:

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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* First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that "foreign" is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English.

Second, we have included FREN/GRMN/SPAN 1002 as a course that counts towards a FREN/GRMN/SPAN minor. The inclusion of this course validates the work that students are completing in this foundational course and recognizes the crucial role foundational language skills have in building linguistic and cultural competencies. The minor remains at 18 credit hours due to changes explained below:

Third, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the minor in two ways: 1) it helps reduce bottlenecks related to scheduling since it allows students to access a wider range of upper-level courses that fulfill their minor; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their minor and thereby apply their knowledge of language and culture to a range of topics.

Fourth, the course FORL 3000 Global Lang. & Cult. Colloquium is proposed as a new requirement for the FREN/GRMN/SPAN minor. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts and ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a minor and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in FREN/GRMN/SPAN demands.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

Program Map*

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

Assessment Plan*

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

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

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

| Academic Year 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): French Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| FREN 1001 | 3 | FREN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| MATH 1001 OR 1111 | 3 | SOCIAL SCIENCE | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | SCIENCE + LAB | 4 |
| | | | |
| SEMESTER TOTAL | 14 | SEMESTER TOTAL | 16 |
| 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 |
| FREN 2001 | 3 | FREN 3100 (May be taken up to three times for credit with different content) | 3 |
| SECONDARY FL 1001 (GRMN OR SPAN) | 3 | SECONDARY FL 1002 (GRMN OR SPAN) | 3 |
| HUMANITIES | 3 | POLS 1101 | 3 |
| NON-LAB SCIENCE | 3 | STEM COURSE | 3 |
| ELECTIVE / MINOR | 3 | ELECTIVE / MINOR | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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

| YEAR 3 | | | | |
|----------------------------------|---------|------------|---------------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (GRMN OR SPAN) | 3 | | HIST 2111 OR 2112 | 3 |
| FORL 3000 | 3 | | FREN 4000 OR 4310 OR 4320 | 3 |
| FREN 3211 | 3 | | FREN 3000 OR 4000 | 3 |
| HUMANITIES | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE /MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| FREN 3000 OR 4000 | 3 | | FREN 3000 OR 4000 | 3 |
| FREN 3000 OR 4000 | 3 | | FREN 4484 | 1 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| | | | | |
| 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.

| Academic Year: 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable) German Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| MATH 1001 OR 1111 | 3 | GRMN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| GRMN 1001 | 3 | HUMANITIES | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 OR 2000 | 3 | SCIENCE + LAB | 4 |
| | 14 | | |
| SEMESTER TOTAL | | SEMESTER TOTAL | 16 |
| 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 |
| GRMN 2001 | 3 | GRMN 3101 (May be taken three times for credit with different topic) | 3 |
| SECONDARY FL 1001 (FREN OR SPAN) | 3 | SECONDARY FL 1002 (FREN OR SPAN) | 3 |
| HUMANITIES | 3 | POLS 1101 | 3 |
| NON-LAB SCIENCE | 3 | STEM COURSE | 3 |
| SOCIAL SCIENCE | 3 | HUMANITIES | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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

| YEAR 3 | | | | |
|--|---------|--|-------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (FREN OR SPAN) | 3 | | GRMN 4000 | 3 |
| GRMN 3102 (May be taken three times for credit with different topic) | 3 | | GRMN 4000 | 3 |
| FORL 3000 | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| GRMN 4000 | 3 | | GRMN 4484 | 1 |
| GRMN 4000 | 3 | | GRMN 3000 OR 4000 | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | ELECTIVE / MINOR | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| 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.

| Academic Year 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): Spanish Track | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 | 3 | ENGL 1102 | 3 |
| SPAN 1001 | 3 | SPAN 1002 | 3 |
| XIDS 2002 | 2 | HIST 2111 OR 2112 | 3 |
| MATH 1001 OR 1111 | 3 | HUMANITIES | 3 |
| ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA 1000 or 2000 | 3 | SCIENCE + LAB | 4 |
| | | | |
| SEMESTER TOTAL | 14 | SEMESTER TOTAL | 16 |
| 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 |
| SPAN 2001 | 3 | SPAN 3015 | 3 |
| SECONDARY FL 1001 (GRMN or FREN) | 3 | SECONDARY FL 1002 (GRMN or FREN) | 3 |
| HUMANITIES | 3 | HUMANITIES | 3 |
| NON-LAB SCIENCE | 3 | SOCIAL SCIENCE | 3 |
| POLS 1101 | 3 | STEM COURSE | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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| YEAR 3 | | | | |
|----------------------------------|---------|--|-------------------|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SECONDARY FL 2001 (GRMN or FREN) | 3 | | SPAN 3030 | 3 |
| FORL 3000 | 3 | | SPAN 4012 or 4013 | 3 |
| SPAN 3102 | 3 | | SPAN 3000 OR 4000 | 3 |
| ELECTIVE/MINOR | 3 | | ELECTIVE/MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SPAN 4170 | 3 | | SPAN 3000 OR 4000 | 3 |
| SPAN 3000 OR 4000 | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| ELECTIVE / MINOR | 3 | | ELECTIVE / MINOR | 3 |
| | | | SPAN 4484 | 1 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| 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.

Rationale for ILC Minors in French, German, Spanish

First, we are requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles given that “foreign” is not applicable to a geographic and demographical reality where 22% of the population in Georgia 5 years or older speak another language other than English.

Second, we have included FREN/GRMN/SPAN 1002 as a course that counts towards a FREN/GRMN/SPAN minor. The inclusion of this course validates the work that students are completing in this foundational course and recognizes the crucial role foundational language skills have in building linguistic and cultural competencies. The minor remains at 18 credit hours due to changes explained below:

Third, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the minor in two ways: 1) it helps reduce bottlenecks related to scheduling since it allows students to access a wider range of upper-level courses that fulfill their minor; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their minor and thereby apply their knowledge of language and culture to a range of topics.

Fourth, the course FORL 3000 *Global Lang. & Cult. Colloquium* is proposed as a new requirement for the FREN/GRMN/SPAN minor. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts and ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

In sum, these changes streamline the requirements for a minor and allow students to choose from a wider menu of disciplines to fulfill the credit hour requirement while keeping the standards and rigor of what a BA in International Languages and Cultures with a concentration in FREN/GRMN/SPAN demands.

International Languages and Cultures, Applied French Track, BA

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, Applied French Track, BA

Program ID - DO NOT EDIT* 4210

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish, as well as Concentrations in Applied French, Applied German, and Applied Spanish.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

6 credit hours may already be counted in FOS for Second Major/Degree

| | |
|---|---|
| FREN 1001 Elementary French I | 3 |
| FREN 1002 Elementary French II | 3 |
| FREN 2001 Intermediate French I | 3 |
| [Before]9 credit hours from Second Major/Degree | 9 |

Courses Required for the Degree: 22 Hours

3 credits hours of upper division FR composition course

| | |
|--|---|
| FREN 3100 Composition and Conversation | 3 |
|--|---|

3 credits hours of upper division FR culture/civilization course

| | |
|---|---|
| FREN 3211 Topics in French Culture | 3 |
| [Before](or) | |
| FREN 4310 Francophone Civilization | 3 |
| [Before](or) | |
| FREN 4320 French Civilization and Culture | 3 |

6 credit hours of upper division FR courses

6 credit hours of upper division courses from the Second Major

Note: The courses that may apply are approved by second major program

3 credit hours of FORL

FORL 3000 Global Languages and Cultures Colloquium

3

1 credit hour Senior Capstone

FREN 4484 Senior Capstone

1

Electives: 38 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

Students may retake a course in French, Spanish, or German for credit at the 1000 or 2000 level only if they have not completed a course with a higher number for credit.

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* Rationale for BA in Applied FREN/GRMN/SPAN

International Languages and Cultures' development of new concentrations in Applied French German Spanish, available exclusively to students completing a second major or degree, promotes UWG's strategic priorities of placemaking, competitiveness, and relevance (see data). It responds to the needs of the globalized workforce as evidenced by scholarship and data and aligns with the precedent of integrated programs on campus in which courses from a range of affiliated prefixes contribute to a major. Moreover, it represents a data-informed decision that leverages enrollment trends. The new concentrations will positively impact students by: extending the benefits of an internationalized curriculum; exposing students in multiple disciplines to higher order thinking; and serving as a model for future curricular development and innovations that contribute to student success in two degrees that meet workforce needs in Georgia, the nation and beyond. The proposal is based on a three-pronged approach:

scholarship that examines the benefits and earnings of human capital diversification of double majors with BA and BS disciplines, the U.S. and Georgia long-term occupational projections from Projections Central, data from the U.S. Bureau of Labor Statistics Website, as well as UWG data on current FLL double majors/minors.;

the flexibility of ILC's program that supports the growth of double majors. These new applied concentrations expand on what ILC is already doing to streamline students' access to multiple degrees and career paths with our double major track. It allows students to earn credit towards their two majors/degrees by accepting specific courses from other programs into our Field of Study. It leverages the number of credit hours the Second Major/Degree program has to accommodate electives or a required minor and thereby offers students new career pathways without adding to the cost or time needed to complete their degrees.;

ongoing curricular innovations that earned ILC the 2023 Regents' Momentum Award for Excellence in Teaching and Curricular Innovation. This current proposal is a culmination of ILC's curricular developments that equip students to apply their knowledge of global languages and cultures to a variety of disciplines all while building the essential skills of critical thinking, written and oral communication, and intercultural awareness and competencies valued by the modern workplace (see NACE). It expands the learning objectives of the Certificate in Global Languages and Cultures by anchoring the Global Languages and Cultures Colloquium (FORL 3000) as a bridge course in which students reflect on and build connections between their majors in FLL and their Second Major/Degree and the various professional paths in the southeast and beyond they can access thanks to their double major. Additionally, it reconfigures the Senior Capstone around a culminating research project (one of the two forms of experiential learning that is also central to the proposed QEP) that draws from both majors. Together, these courses give students the opportunity not only to examine and deepen the disciplinary affiliations between ILC and their Second Major/Degree, but also to learn to articulate to future employers how this pairing enhances their ability to contribute to workplace organizations.

In sum, the new concentration in Applied French, German, Spanish will:

Develop innovative programs to recruit a broader pool of students;

Empower UWG students to compete in the globalized workforce;

Create additional pathways for students to earn two degrees within 120 hours;

Strengthen the disciplinary affiliations between ILC and existing programs.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Model of a Concentration in Applied French/German/Spanish

The BA in International Languages and Cultures with a concentration in Applied FREN GERM SPAN, **available exclusively for students completing a Second Major/Degree**, would require the following credit hours:

- 42 core credit hours (42 from IMPACTS)
- 18 from Field of Study (Area F)

[6 hrs] FREN/GRMN/SPAN 1001-1002 (6 credit hrs already counted in Field of Study for Second Major/Degree)

[3 hrs] FREN/GRMN/SPAN 2001

[9 hrs] Plus 9 hrs from Second Major coursework

ILC MAJOR IN APPLIED FREN GRMN SPAN

| Credit hours | Required upper division courses |
|----------------------|--|
| 6 hrs | One upper-division ILC composition course & One upper-division ILC civilization course |
| 6 hrs | Courses from chosen language at the 3000 or 4000-level |
| 6 hrs | Examples of 3000 or 4000 level Second Major Courses that could apply, with approval from Second Major Program: BIOL - 3513 - Human Physiology BIOL - 3135 - Ecology BIOL - 3221 - Taxonomy of Flowering Plants BIOL - 3242 - Evolution BIOL - 4732 - Biology of Aging COMM - 3310 - Persuasion and Social Influence COMM - 3320 - Communicating in Groups COMM - 3360 - Communicating Across Cultures COMM - 4200 - Communication and Gender ECON – 4410 – Money and Banking ECON – 4420 – Labor Economics ECON – 4450 – International Economics |
| 3 hrs | FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) |
| 1 hr | Capstone project which serves as the culmination of the research in two fields. |
| Total: 22 hrs | Upper division coursework |

UWG data

Examples of integrated programs at UWG include: the BBA with a Major in Finance, the BBA with a Major in Marketing, the BBA with a Major in Economics, BS in Social and Behavioral Health and majors in Music, English, History, Spanish, and French with P-12 Certification.

Examples of integrated language programs at other USG institutions include: BS in Applied Languages and Intercultural Studies and the recently submitted proposal for a Global Languages and Leadership degree at UGA.

Recent Scholarship

“Do Double Majors Face Less Risk? An Analysis of Human Capital Diversification.” *National Bureau of Economic Research*. January, 2024. Working Paper 32095.

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<https://preply.com/en/blog/highest-paying-cities-for-multilingual-workers/>

[What is Career Readiness? \(naceweb.org\)](https://naceweb.org/what-is-career-readiness/)

| Academic Year 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): Applied French | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 (WRITING) | 3 | ENGL 1102 (WRITING) | 3 |
| 1000 OR 2000 ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA (INSTITUTION, HUMANITIES, SOCIAL SCIENCES) | 3 | COMM 1110 (OR OTHER INSTITUTION) | 3 |
| XIDS 2002 (INSTITUTION) | 2 | MATH 1001 or 1111 or 1401 (MATH) | 3 |
| FREN 1001 (POSSIBLE FOS) | 3 | HIST 2111 OR 2112 (CITIZENSHIP) | 3 |
| SCIENCE AND LAB (STEM) | 4 | FREN 1002 (POSSIBLE FOS) | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| 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 |
| FREN 2001 (POSSIBLE FOS) | 3 | NON-LAB SCIENCE (STEM) | 3 |
| HUMANITIES | 3 | POLS 1101: (CITIZENSHIP) | 3 |
| SECOND MAJOR /ELECTIVE | 3 | HUMANITIES | 3 |
| SECOND MAJOR/ELECTIVE | 3 | SOCIAL SCIENCES | 3 |
| STEM (STEM) | 3 | SECOND MAJOR/ELECTIVE | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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

| YEAR 3 | | | | |
|--|---------|--|---|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| FREN 3100 (UPPER DIVISION COMPOSITION) | 3 | | FREN 3211, 4310, 4320 (UPPER DIVISION CULTURE/CIVILIZATION) | 3 |
| FORL 3000 | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| FREN 3000 OR 4000 LEVEL | 3 | | FRENCH 3000 OR 4000 LEVEL | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | FREN 4484 | 1 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | SECOND MAJOR/ELECTIVE | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| 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.

International Languages and Cultures, Applied German Track, B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, Applied German Track, B.A.

Program ID - DO NOT EDIT* 4196

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish, as well as Concentrations in Applied French, Applied German, and Applied Spanish.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

6 credit hours may already be counted in FOS for Second Major

| | |
|---|---|
| GRMN 1001 Elementary German I | 3 |
| GRMN 1002 Elementary German II | 3 |
| GRMN 2001 Intermediate German I | 3 |
| [Before]9 credit hours from Second Major/Degree | 9 |

Courses Required for the Degree: 22 Hours

3 credit hours of upper division GRMN composition course

| | |
|------------------------------|---|
| GRMN 3102 German Composition | 3 |
|------------------------------|---|

3 credit hours of upper division GRMN culture/civilization course

| | |
|---|---|
| GRMN 4210 Turn of the Century German and Austrian Culture | 3 |
| [Before](or) | |
| GRMN 4260 Austrian Literature and Culture | 3 |
| [Before](or) | |
| GRMN 4300 German Civilization | 3 |

6 credit hours of upper division GRMN courses

6 credit hours of upper division courses from the Second Major

Note:

The courses that may apply are approved by the Second Major program

3 credit hours of FORL

**FORL 3000 Global Languages and Cultures
Colloquium**

3

1 credit hour Senior Capstone

GRMN 4484 Senior Capstone

1

Electives: 38 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language. The German Section further recommends that its majors take electives that support their major, including German or European history, German philosophy, music, and/or art, and English courses on periods, topics, theory, and writing. Majors are required to seek advisement from the German faculty.

Total: 120 Hours

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Rationale for BA in Applied FREN/GRMN/SPAN

International Languages and Cultures' development of new concentrations in Applied French German Spanish, available exclusively to students completing a second major or degree, promotes UWG's strategic priorities of placemaking, competitiveness, and relevance (see data). It responds to the needs of the globalized workforce as evidenced by scholarship and data and aligns with the precedent of integrated programs on campus in which courses from a range of affiliated prefixes contribute to a major. Moreover, it represents a data-informed decision that leverages enrollment trends. The new concentrations will positively impact students by: extending the benefits of an internationalized curriculum; exposing students in multiple disciplines to higher order thinking; and serving as a model for future curricular development and innovations that contribute to student success in two degrees that meet workforce needs in Georgia, the nation and beyond. The proposal is based on a three-pronged approach:

1. scholarship that examines the benefits and earnings of human capital diversification of double majors with BA and BS disciplines, the U.S. and Georgia long-term occupational projections from Projections Central, data from the U.S. Bureau of Labor Statistics Website, as well as UWG data on current FLL double majors/minors.;
2. the flexibility of ILC's program that supports the growth of double majors. These new applied concentrations expand on what ILC is already doing to streamline students' access to multiple degrees and career paths with our double major track. It allows students to earn credit towards their two majors/degrees by accepting specific courses from other programs into our Field of Study. It leverages the number of credit hours the Second Major/Degree program has to accommodate electives or a required minor and thereby offers students new career pathways without adding to the cost or time needed to complete their degrees.;
3. ongoing curricular innovations that earned ILC the 2023 Regents' Momentum Award for Excellence in Teaching and Curricular Innovation. This current proposal is a culmination of ILC's curricular developments that equip students to apply their knowledge of global languages and cultures to a variety of disciplines all while building the essential skills of critical thinking, written and oral communication, and intercultural awareness and competencies valued by the modern workplace (see NACE). It expands the learning objectives of the Certificate in Global Languages and Cultures by anchoring the Global Languages and Cultures Colloquium (FORL 3000) as a bridge course in which students reflect on and build connections between their majors in FLL and their Second Major/Degree and the various professional paths in the southeast and beyond they can access thanks to their double major. Additionally, it reconfigures the Senior Capstone around a culminating research project (one of the two forms of experiential learning that is also central to the proposed QEP) that draws from both majors. Together, these courses give students the opportunity not only to examine and deepen the disciplinary affiliations between ILC and their Second Major/Degree, but also to learn to articulate to future employers how this pairing enhances their ability to contribute to workplace organizations.

In sum, the new concentration in Applied French, German, Spanish will:

Develop innovative programs to recruit a broader pool of students;

Empower UWG students to compete in the globalized workforce;

Create additional pathways for students to earn two degrees within 120 hours;

Strengthen the disciplinary affiliations between ILC and existing programs.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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Program Map* ☒ I have attached the Program Map/Sheet.
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Model of a Concentration in Applied French/German/Spanish

The BA in International Languages and Cultures with a concentration in Applied FREN GERM SPAN, **available exclusively for students completing a Second Major/Degree**, would require the following credit hours:

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[3 hrs] FREN/GRMN/SPAN 2001

[9 hrs] Plus 9 hrs from Second Major coursework

ILC MAJOR IN APPLIED FREN GRMN SPAN

| Credit hours | Required upper division courses |
|----------------------|--|
| 6 hrs | One upper-division ILC composition course & One upper-division ILC civilization course |
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| Academic Year 2025 | | | |
|---|---------|---|---------|
| Program Map: International Languages and Cultures | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | |
| Concentration (if applicable): Applied German | | | |
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| ENGL 1101 (WRITING) | 3 | ENGL 1102 (WRITING) | 3 |
| 1000 OR 2000 ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA (INSTITUTION, HUMANITIES, SOCIAL SCIENCES) | 3 | COMM 1110 (OR OTHER INSTITUTION) | 3 |
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| SCIENCE AND LAB (STEM) | 4 | GRMN 1002 (POSSIBLE FOS) | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| 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 |
| GRMN 2001 (POSSIBLE FOS) | 3 | NON-LAB SCIENCE (STEM) | 3 |
| HUMANITIES | 3 | POLS 1101: (CITIZENSHIP) | 3 |
| SECOND MAJOR /ELECTIVE | 3 | HUMANITIES | 3 |
| SECOND MAJOR/ELECTIVE | 3 | SOCIAL SCIENCES | 3 |
| STEM (STEM) | 3 | SECOND MAJOR/ELECTIVE | 3 |
| | | | |
| SEMESTER TOTAL | 15 | SEMESTER TOTAL | 15 |
| Milestones | | Milestones | |
| | | | |

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| YEAR 3 | | | | |
|--|---------|--|---|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| GRMN 3102 (UPPER DIVISION COMPOSITION) | 3 | | GRMN 3000 OR 4000 (UPPER DIVISION CULTURE/CIVILIZATION) | 3 |
| FORL 3000 | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| GRMN 3000 OR 4000 LEVEL | 3 | | GRMN 3000 OR 4000 LEVEL | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | GRMN 4484 | 1 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | SECOND MAJOR/ELECTIVE | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| Milestones | | | Milestones | |
| | | | | |

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International Languages and Cultures, Applied Spanish Track, B.A.

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

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School/ Department*

School of Humanities

College of Mathematics, Computing, and Sciences

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, Applied Spanish Track, B.A.

Program ID - DO NOT EDIT* 4210

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish, as well as Concentrations in Applied French, Applied German, and Applied Spanish.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

6 credit hours may already be counted in FOS for Second Major

| | |
|---|---|
| SPAN 1001 Elementary Spanish I | 3 |
| SPAN 1002 Elementary Spanish II | 3 |
| SPAN 2001 Intermediate Spanish I | 3 |
| [Before]9 credit hours from Second Major/Degree | 9 |

Courses Required for the Degree: 22 Hours

3 credit hours of upper division SPAN composition course

| | |
|------------------------------------|---|
| SPAN 3102 Spanish Composition | 3 |
| [Before](or) | |
| SPAN 4170 Advanced Language Skills | 3 |

Note: SPAN 3015 is a prerequisite for all upper division SPAN courses

3 credit hours of upper division SPAN culture/civilization course

course

| | |
|--|---|
| SPAN 4012 Spanish Culture and Civilization [Before](or) | 3 |
| SPAN 4013 Latin American Culture and Civilization [Before](or) | 3 |
| SPAN 4205 Hispanic Literature and Culture in Context | 3 |

6 credit hours of upper division SPAN courses

6 credit hours of upper division courses from the Second major

Note: The courses that may apply are approved by the Second Major program

3 credit hours of FORL

| | |
|---|---|
| FORL 3000 Global Languages and Cultures Colloquium | 3 |
|---|---|

1 credit hour Senior Capstone

| | |
|---------------------------|---|
| SPAN 4484 Senior Capstone | 1 |
|---------------------------|---|

Electives: 38 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

Students may retake a course in French, Spanish, or German for credit at the 1000 or 2000 level only if they have not completed a course with a higher number for credit.

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.

Rationale* Rationale for BA in Applied FREN/GRMN/SPAN

International Languages and Cultures' development of new concentrations in Applied French German Spanish, available exclusively to students completing a second major or degree, promotes UWG's strategic priorities of placemaking, competitiveness, and relevance (see data). It responds to the needs of the globalized workforce as evidenced by scholarship and data and aligns with the precedent of integrated programs on campus in which courses from a range of affiliated prefixes contribute to a major. Moreover, it represents a data-informed decision that leverages enrollment trends. The new concentrations will positively impact students by: extending the benefits of an internationalized curriculum; exposing students in multiple disciplines to higher order thinking; and serving as a model for future curricular development and innovations that contribute to student success in two degrees that meet workforce needs in Georgia, the nation and beyond. The proposal is based on a three-pronged approach:

1. scholarship that examines the benefits and earnings of human capital diversification of double majors with BA and BS disciplines, the U.S. and Georgia long-term occupational projections from Projections Central, data from the U.S. Bureau of Labor Statistics Website, as well as UWG data on current FLL double majors/minors.;
2. the flexibility of ILC's program that supports the growth of double majors. These new applied concentrations expand on what ILC is already doing to streamline students' access to multiple degrees and career paths with our double major track. It allows students to earn credit towards their two majors/degrees by accepting specific courses from other programs into our Field of Study. It leverages the number of credit hours the Second Major/Degree program has to accommodate electives or a required minor and thereby offers students new career pathways without adding to the cost or time needed to complete their degrees.;
3. ongoing curricular innovations that earned ILC the 2023 Regents' Momentum Award for Excellence in Teaching and Curricular Innovation. This current proposal is a culmination of ILC's curricular developments that equip students to apply their knowledge of global languages and cultures to a variety of disciplines all while building the essential skills of critical thinking, written and oral communication, and intercultural awareness and competencies valued by the modern workplace (see NACE). It expands the learning objectives of the Certificate in Global Languages and Cultures by anchoring the Global Languages and Cultures Colloquium (FORL 3000) as a bridge course in which students reflect on and build connections between their majors in FLL and their Second Major/Degree and the various professional paths in the southeast and beyond they can access thanks to their double major. Additionally, it reconfigures the Senior Capstone around a culminating research project (one of the two forms of experiential learning that is also central to the proposed QEP) that draws from both majors. Together, these courses give students the opportunity not only to examine and deepen the disciplinary affiliations between ILC and their Second Major/Degree, but also to learn to articulate to future employers how this pairing enhances their ability to contribute to workplace organizations.

In sum, the new concentration in Applied French, German, Spanish will:

Develop innovative programs to recruit a broader pool of students;

Empower UWG students to compete in the globalized workforce;

Create additional pathways for students to earn two degrees within 120 hours;

Strengthen the disciplinary affiliations between ILC and existing programs.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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

4.) Curriculum Map Assessment

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

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

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

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

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

Model of a Concentration in Applied French/German/Spanish

The BA in International Languages and Cultures with a concentration in Applied FREN GERM SPAN, **available exclusively for students completing a Second Major/Degree**, would require the following credit hours:

- 42 core credit hours (42 from IMPACTS)
- 18 from Field of Study (Area F)

[6 hrs] FREN/GRMN/SPAN 1001-1002 (6 credit hrs already counted in Field of Study for Second Major/Degree)

[3 hrs] FREN/GRMN/SPAN 2001

[9 hrs] Plus 9 hrs from Second Major coursework

ILC MAJOR IN APPLIED FREN GRMN SPAN

| Credit hours | Required upper division courses |
|----------------------|--|
| 6 hrs | One upper-division ILC composition course & One upper-division ILC civilization course |
| 6 hrs | Courses from chosen language at the 3000 or 4000-level |
| 6 hrs | Examples of 3000 or 4000 level Second Major Courses that could apply, with approval from Second Major Program: BIOL - 3513 - Human Physiology BIOL - 3135 - Ecology BIOL - 3221 - Taxonomy of Flowering Plants BIOL - 3242 - Evolution BIOL - 4732 - Biology of Aging COMM - 3310 - Persuasion and Social Influence COMM - 3320 - Communicating in Groups COMM - 3360 - Communicating Across Cultures COMM - 4200 - Communication and Gender ECON – 4410 – Money and Banking ECON – 4420 – Labor Economics ECON – 4450 – International Economics |
| 3 hrs | FORL 3000 (or future cross listed FREN/GRMN/SPAN courses) |
| 1 hr | Capstone project which serves as the culmination of the research in two fields. |
| Total: 22 hrs | Upper division coursework |

UWG data

Examples of integrated programs at UWG include: the BBA with a Major in Finance, the BBA with a Major in Marketing, the BBA with a Major in Economics, BS in Social and Behavioral Health and majors in Music, English, History, Spanish, and French with P-12 Certification.

Examples of integrated language programs at other USG institutions include: BS in Applied Languages and Intercultural Studies and the recently submitted proposal for a Global Languages and Leadership degree at UGA.

Recent Scholarship

“Do Double Majors Face Less Risk? An Analysis of Human Capital Diversification.” *National Bureau of Economic Research*. January, 2024. Working Paper 32095.

“Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers.” *ACTFL Report*, American Council on the Teaching of Foreign Languages, 2019.

This 2023 article from Preply synthesizes salary and career benefits of multilingualism

<https://preply.com/en/blog/highest-paying-cities-for-multilingual-workers/>

[What is Career Readiness? \(naceweb.org\)](https://naceweb.org/what-is-career-readiness/)

| Academic Year 2025 | | | | |
|---|---------|---|----------------------------------|---------|
| Program Map: International Languages and Cultures | | | | |
| DEGREE and MAJOR: BA Foreign Languages / International Languages | | | | |
| Concentration (if applicable): Applied SPAN | | | | |
| YEAR 1 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| ENGL 1101 (WRITING) | 3 | | ENGL 1102 (WRITING) | 3 |
| 1000 OR 2000 ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA (INSTITUTION, HUMANITIES, SOCIAL SCIENCES) | 3 | | COMM 1110 (OR OTHER INSTITUTION) | 3 |
| XIDS 2002 (INSTITUTION) | 2 | | MATH 1001 or 1111 or 1401 (MATH) | 3 |
| SPAN 1001 (POSSIBLE FOS) | 3 | | HIST 2111 OR 2112 (CITIZENSHIP) | 3 |
| SCIENCE AND LAB (STEM) | 4 | | SPAN 1002 (POSSIBLE FOS) | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| 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 |
| HUMANITIES | 3 | | NON-LAB SCIENCE (STEM) | 3 |
| SPAN 2001 (FOS) | 3 | | POLS 1101: (CITIZENSHIP) | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SPAN 3015 | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SOCIAL SCIENCES | 3 |
| STEM (STEM) | 3 | | HUMANITIES | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |

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

| YEAR 3 | | | | |
|--|---------|--|---|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SPAN 3102 (or) 4170 (UPPER DIVISION COMPOSITION) | 3 | | SPAN 3030 (or) 3101 (or) 3131 (or) 4012 (or) 4013 (or) 4200 (or) 4205 (or) 4785 (UPPER DIVISION CULTURE/CIVILIZATION) | 3 |
| FORL 3000 | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | | |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| | | | | |
| YEAR 4 | | | | |
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| SPAN 3000 OR 4000 LEVEL | 3 | | SPAN 3000 OR 4000 LEVEL | 3 |
| SECOND/MAJOR ELECTIVE | 3 | | SPAN 4484 | 1 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| SECOND MAJOR/ELECTIVE | 3 | | SECOND MAJOR/ELECTIVE | 3 |
| | | | SECOND MAJOR/ELECTIVE | 3 |
| SEMESTER TOTAL | 15 | | SEMESTER TOTAL | 16 |
| 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.

SOCI - 4293 - Families, Foster Care, and Adoption

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Social Sciences

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

Course Number * 4293

Course Title * Families, Foster Care, and Adoption

Long Course Title

Course Type *

Catalog Course Description * This course will use a sociology of family lens to examine the topics of foster care and adoption. We will examine what sociological research tells us about the experiences of children, parents, and staff in these institutions. In doing so, we will pay particular attention to race and class, including global issues of inequality.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites SOCI 1101 or SOC 105 or SOCI 1160

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status * ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply) *

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

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

Grading *

Undergraduate Standard Letter


Justification and Assessment

Rationale * Foster care and adoption are career fields that many UWG undergraduates are interested in pursuing. The related career fields of child and family social workers and social/community service managers are expected to grow rapidly over the next several years. Adding this course to the Sociology curriculum will align with both student interest and job market demands. This course has been previously offered as a special topics course (SOCI 4999) in Spring 2024.

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

1. Demonstrate understanding in writing of sociological research related to child welfare, foster care, and adoption.
2. Demonstrate knowledge of major American policies and laws regarding foster care and adoption.
3. Apply relevant sociological concepts to depictions and specific cases of foster care and adoption.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Families, Foster Care, and Adoption

SOCI 4293

Spring 2024 Section 01 3 Credits 01/06/2024 to 05/07/2024 Modified 04/22/2024



Description

Detailed study of topics not currently included in course catalog. Specific titles will be announced for semester offered and will be entered on transcripts. Repeatable under different titles.

Requisites

Prerequisites:

SOCI 1101 or SOC 105

Corequisites:



Contact Information

Dr. Emily McKendry-Smith

Office: Pafford 219

Student meeting hours: Tuesdays & Thursdays 2-3 PM, Tuesdays 5-6 PM

My schedule is flexible I am happy to meet with you at a time that is convenient for you! We can meet if you have a question about a reading or an assignment, you are confused about something, you'd like more information, or if you don't have a "reason" and just want to chat. If you aren't available at the times listed above, please email me at emckendr@westga.edu to schedule a meeting. Include in your email 2-3 days and times that you are available. We can talk on the phone or Google Meet - let me know what you would prefer.



Meeting Times

Tuesdays & Thursdays, 3:30-4:45 PM

Pafford 302



Materials

I have assigned the following books for our course. They are all available through the UWG Library as ebooks; they are also available for purchase at the UWG bookstore and online.

- Reich, Jennifer A. 2005. *Fixing Families: Parents, Power, and the Child Welfare System*. New York: Routledge.

Link to *Fixing Families* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9913905033402931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9913905033402931)

- Raleigh, Elizabeth. 2017. *Selling Transracial Adoption: Families, Markets, and the Color Line*. Philadelphia: Temple University Press.

Link to *Selling Transracial Adoption* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9914913998802931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9914913998802931)

- Fenton, Estye. 2019. *The End of International Adoption? An Unraveling Reproductive Market and the Politics of Healthy Babies*. New Brunswick, NJ: Rutgers University Press.

Link to *The End of International Adoption?* ebook through the UWG Library: https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9922173478102931
(https://galileo-westga.primo.exlibrisgroup.com/permalink/01GALI_UWG/14m3lg0/alma9922173478102931)

Remember that to access ebooks through the UWG Library, you will need to log in with your my.westga.edu account.

All other readings will be available in the Content area of CourseDen.

Outcomes

Course Description

The goal of this course is to learn by studying sociological and other social science research on the child welfare system, foster care, and adoption. We will cover a broad range of topics, including ideology and the social construction of "problems" within the child welfare system, the structures and organizations within these fields, the experiences of individuals within those structures, baby "markets," and the racialization of children.

Importantly, the goal of this course is to learn what research tells us about these topics. It is not designed to prepare you to be a foster parent or to adopt a child. (If that is your goal, you may or may not find reviewing sociological research helpful).

Sensitive Topics Warning

While they are not a main focus of the course, the course materials contain discussion of disturbing topics, including child abuse and death and family separation. The course materials also make occasional references to topics that are politically divisive, such as abortion and immigration policies. We will work together to maintain professionalism and sensitivity toward others in the class as we engage with these readings. If you are uncomfortable reading materials that mention these topics, this course may not be right for you. If you have any questions or concerns, you are also welcome to discuss this with me.

Learning Outcomes

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

- Demonstrate understanding in writing of sociological research related to child welfare, foster care, and adoption and the role that social construction plays in these fields.
- Demonstrate knowledge of major American policies and laws regarding foster care and adoption.
- Apply relevant sociological concepts to depictions and specific cases of foster care and adoption.

Evaluation

Criteria

All written assignments must be turned in to the appropriate CourseDen dropbox. I will not accept or grade assignments that I receive over email. Grammar and composition are not a formal part of your assignment grades, but both are necessary to clearly present your ideas and experiences in a relatively small number of pages. If I cannot understand what you are trying to say, it is as though you have not said it, which may result in a lower grade, or I may require you to re-write your paper before I accept it to be graded.

Breakdown

I do not give grades; you earn grades. I will award final grades using this scale:

A=90-100 B=80-89 C=70-79 F=0-69

Academic Honesty

The UWG Honor Code is in effect for all written assignments and exams. Please read the provisions of the Honor Code carefully and make sure that you understand and follow them. In general, the Honor Code requires that students do not give or receive unauthorized assistance on course work, such as exams, written assignments, or discussion board posts.

Students who commit plagiarism or any other form of academic dishonesty on any graded item will receive a grade penalty up to a grade of 0 on the item. Additional instances of academic dishonesty may result in a failing grade for the entire course.

For more information on what plagiarism is and how to avoid it, I recommend the following:

<https://writingcenter.unc.edu/tips-and-tools/plagiarism/> (<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>).

<https://www.westga.edu/academics/university-college/writing/plagiarism-and-citations.php> (<https://www.westga.edu/academics/university-college/writing/plagiarism-and-citations.php>).

Academic Honesty & AI

Submitting AI-generated writing as your own is not acceptable and is a violation of UWG's Honor Code. No direct language may be copied from AI output. No references used by AI may be cited without you reading/understanding that reference. If it is not clear whether your assignment was written by you or by an AI, I may require you to meet with me and discuss your assignment in order to receive your grade. **Any student may at any time be required to discuss their work (in person or in a virtual meeting) as an assessment of their level of understanding and sources of information.** Refusing to discuss your work in this fashion is grounds for receiving a lower grade, up to a 0, on the assignment. If I need to meet with you regarding this, I will email your my.westga.edu account.

Assignments

| ASSIGNMENT | % OF GRADE | DUE |
|---------------------------------|------------|----------------------|
| Reading Responses | 20% | See course schedule. |
| Child Welfare System Assignment | 20% | March 12th |
| Exam #1 | 20% | February 29th |
| Voices of Adoptees Assignment | 20% | April 29th |
| Exam #2 | 20% | May 2nd |

Reading Responses

Reading Responses are short assignments that you will write each week. These assignments should be written in Microsoft Word (or something comparable) and uploaded to the appropriate CourseDen dropbox. The directions for the reading responses are available in the "Directions for Assignments" module in the Content area of CourseDen.

I have scheduled your Reading Responses to be due at 11:59 PM, BUT...you still need to have done enough of the reading before class that we can have active class discussion and participation. If this is a persistent problem, I will move when the Reading Responses are due to 3:30 PM to ensure that you have done the reading before class. You can avoid this by making sure that you at least look over the reading before class so you can actively participate.

Assignments

Your longer assignments will be papers of about 4-5 pages in length. The directions for these assignments will be available in the "Directions for Assignments" module in the Content area of CourseDen.

Exams

There will be two exams in this course; Exam 1 will cover the first half of the course and Exam 2 will cover the second half. I will provide you with information about the exam and a review sheet and we will review in class before each exam.

Late Policy

I will give anyone a 24 hour extension on any assignment, no questions asked. To receive this extension, you must email me 12 hours before your assignment is due and request this extension.

For example, if you had an assignment due on January 11th at 11:59 PM, you would need to email me by 11:59 AM on that day to request the extension.

When you email me to request the extension, please make sure it is clear in your email which assignment you are asking for an extension on.

If you have extenuating circumstances where you are unable request the 24 hour extension or you need an extension that is longer than 24 hours, please contact me and we will discuss your situation.

Assignments that are late (without the extension) may incur a late penalty or I may decline to accept them.

Schedule

| | | |
|--|---|--|
| Week 1: Tues, Jan. 9 th : | Introduction to the Course | |
| Week 1: Thurs, Jan. 11 th : | The Child Welfare System <ul style="list-style-type: none">· Reich, <i>Fixing Families</i>, Introduction & Appendix | |
| Week 2: Tues, Jan. 16 th : | The Child Welfare System <ul style="list-style-type: none">· Reich, <i>Fixing Families</i>, Ch 2· Ausberger and Collins, "US child welfare system is falling short because of persistent child poverty" | |

| | | |
|--|--|---------------------------------|
| Week 2: Thurs, Jan. 18 th : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 3 | · Week 2 Reading Response |
| Week 3: Tues, Jan. 23 rd : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 4 | |
| Week 3: Thurs, Jan. 25 th : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 5 | · Week 3 Reading Response |
| Week 4: Tues, Jan. 30 th : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 6 | |
| Week 4: Thurs, Feb. 1 st : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 7 | · Week 4 Reading Response |
| Week 5: Tues, Feb. 6 th : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 8 | |
| Week 5: Thurs, Feb. 8 th : | The Child Welfare System <ul style="list-style-type: none"> · Reich, <i>Fixing Families</i>, Ch 9 · Riley, "The Challenge of Finding Homes for Rural America's Foster Children" | · Week 5 Reading Response |
| Week 6: Tues, Feb. 13 th : | Foster Care <ul style="list-style-type: none"> · Shireman, "Investment in Foster Care" | |
| Week 6: Thurs, Feb. 15 th : | Kinship Care <ul style="list-style-type: none"> · Pittman, "The Five-Tiered System of Kinship Care" · Kropf and Kelley, "Why more grandparents are raising their grandchildren" | · Week 6 Reading Response |

| | | |
|---|--|---|
| Week 7: Tues, Feb. 20 th : | Native Americans and the ICWA <ul style="list-style-type: none"> · Lurie, "Forever Home" · Landers et al, "My Relatives are Waiting': Barriers to tribal enrollment of fostered/adopted American Indians" | |
| Week 7: Thurs, Feb. 22 nd : | Unaccompanied Migrant Children <ul style="list-style-type: none"> · Rodriguez, "'Worthy' Migrants" · Mandelbaum, "This is what happens to child migrants found alone at the border..." | <ul style="list-style-type: none"> · Week 7 Reading Response |
| Week 8: Tues, Feb 27 th : | Queer Youth <ul style="list-style-type: none"> · Valentine, "Supporting Queer Youth" | |
| Week 8: Thurs, Feb. 29 th : | Exam #1 | |
| Week 9: Tues, March 5 th : | Adoption <ul style="list-style-type: none"> · Shireman, "Adoption" | |
| Week 9: Thurs, March 7 th : | Adoption <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Introduction | <ul style="list-style-type: none"> · Week 9 Reading Response |
| Week 10: Tues, March 12 th : | Adoption <ul style="list-style-type: none"> · Spears - "ICWA faces another constitutional challenge in Minnesota" | |

| | | |
|--|--|---|
| Week 10: Thurs, March 14 th : | Adoption <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Ch 1 | <ul style="list-style-type: none"> · Child Welfare System Assignment · Week 10 Reading Response due 3/15 for extra credit |
| March 19 & 21 | SPRING BREAK | |
| Week 11: Tues, March 26 th : | Adoption <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Ch 2 | |
| Week 11: Thurs, March 28 th : | Adoption <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Ch 3 | <ul style="list-style-type: none"> · Week 11 Reading Response |
| Week 12: Tues, April 2 nd : | Adoption <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Ch 4 | |
| Week 12: Thurs, April 4 th : | Transracial Adoptees <ul style="list-style-type: none"> · Raleigh, <i>Selling Transracial Adoption</i>, Ch 5 & Conclusion | <ul style="list-style-type: none"> · Week 12 Reading Response |
| Week 13: Tues, April 9 th : | Adoption by Queer Parents <ul style="list-style-type: none"> · Jacobson and Smith, "Emotion Work in Black and White: Transracial Adoption and the Process of Racial Socialization" | |

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|--|---|---|
| Week 13: Thurs, April 11 th : | Mothers Who Relinquish Children <ul style="list-style-type: none"> · Sisson, "Birth Mothers on Abortion and Reproductive Choice" · Landers, "Native American mothers..." | · Week 13 Reading Response |
| Week 14: Tues, April 16 th : | International Adoption <ul style="list-style-type: none"> · Fenton, <i>The End of International Adoption?</i> Introduction & Ch 1 | |
| Week 14: Thurs, April 18 th : | International Adoption <ul style="list-style-type: none"> · Fenton, <i>The End of International Adoption?</i> Ch 2 · Nolan, "Guatemala's baby brokers: how thousands of children were stolen for adoption" | · Week 14 Reading Response |
| Week 15: Tues, April 23 rd : | International Adoption <ul style="list-style-type: none"> · Fenton, <i>The End of International Adoption?</i> Ch 4 | |
| Week 15: Thurs, April 25 th : | International Adoption <ul style="list-style-type: none"> · Fenton, <i>The End of International Adoption?</i> Conclusion | · Week 15 Reading Response |
| April 29 th : | | <ul style="list-style-type: none"> · Voices of Adoptees Assignment · Complete course evaluation by 11:59 PM |
| May 2 nd : | Exam #2 | |

* Course Policies and Resources

Contacting your Professor

The best way to contact me is by emailing emckendr@westga.edu. Monday through Friday 9 AM to 5 PM EST, I check my email frequently and will respond to you as soon as possible. You can expect me to reply to your email within 2 business days at the latest. I will reply to emails sent during the evening/night on the next day and emails sent over the weekend on Mondays. When you email me, please remember to include in your email which class you are taking and to use the same name that you use in our course.

Preparing for Class

Readings are listed in the syllabus on a daily basis. It is your responsibility to complete the readings for each day. Your readings are the most important resource for succeeding in this course. You will need to be familiar with the terms and concepts we discuss, and doing your readings before class and periodically reviewing them is the best way to stay familiar with important ideas.

Course Etiquette

- I expect everyone attending class to have done the assigned readings and to be prepared to discuss them.
- We will begin and end class on time. In addition, unless you have an emergency or an extremely compelling reason, you should plan to stay for the entire class period.
- Do not use your cell phone during class. Keep cell phones in your bag/pocket, not out on your desk. If your cell phone is repeatedly out during class, I may ask you to leave.
- Please check your UWG email and CourseDen daily M-F.

Respectful Communication

College courses bring together diverse groups of students with different backgrounds, life experiences, and opinions. These differences can enrich your college experience and be a part of learning only if we all treat each other with respect. I expect everyone to practice sensitivity and respect in all class discussions. You should feel free in class discussions to share as much as you are comfortable with about your experiences and background, but you must keep in mind that your classmates' beliefs and experiences may be different from yours and are equally deserving of respect. In addition, I expect you to respect everyone's race, gender, sexuality, nationality, religion, etc.

College/School Policies

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship/creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social, physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the

study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

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

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

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

(B) Participate in experiential learning opportunities:

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

Institutional Policies

Academic Support

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

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

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

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

Online Course Content

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

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

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

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

Mental Health Support

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

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

ELL Resources

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

Computing, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Computing, Analytics, and Modeling

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Computing, B.S.

Program ID - DO NOT EDIT* 4390

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

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

Learning Outcomes

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

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

Communicate effectively in a variety of professional contexts.

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Carrollton

Online

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

MATH 1113 Precalculus 3.0 - 4.0
[Right] required (3 of 4)

Pre-requisite for PHIL 4120

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

Core IMPACTS Area I:

PHIL 2020 Critical Thinking 3

Core IMPACTS Area A:

PHIL 2010 Introduction to Philosophy 3
PHIL 2030 Introduction to Ethics 3

Core IMPACTS Area T:

MATH 1401 Elementary Statistics 3

Field of Study - Major Specific Courses: 18 Hours

| | |
|--|------------------|
| MATH 1113 Precalculus | 3.0 - 4.0 |
| [Right] required (1 of 4) | |
| CS 1300 Introduction to Computing | 4 |
| CS 1301 Computer Science I | 4 |
| CS 2100 Introduction to Web Development | 3 |
| COMP 2200 Introduction to Databases | 3 |
| COMP 2320 Principles of Programming | 3 |
| [Right] (must earn C or better) | |
| [Before]OR | |
| CS 1302 Computer Science II | 4 |
| [Right] (must earn C or better) | |

Supporting Courses: 6 hours

| | |
|---|----------|
| ENGL 3405 Professional and Technical Writing | 3 |
| PHIL 4120 Professional Ethics | 3 |
| [Right] (writing-intensive course) | |
| [Before]OR | |
| PHIL 3320 Technology and Human Values | 3 |
| [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 | 3 |
| COMP 2500 Intro to Computer Security | 3 |
| COMP 3300 Application Development I | 3 |
| COMP 3400 System and Network Admin I | 3 |
| COMP 3600 User-Centric Computing I | 3 |
| COMP 3800 Data Analytics | 3 |

Major Elective Breadth Courses: 12 hours

Choose four courses from this section.

| | |
|---|---|
| COMP 2350 Introduction to Digital Media | 3 |
| COMP 2360 Physical Computing | 3 |
| COMP 3310 Mobile Development | 3 |
| COMP 3350 Game Development I | 3 |
| COMP 4400 System and Network Admin II | 3 |
| CS 3211 Software Engineering I | 3 |
| CS 3280 Systems Programming | 3 |

Major Depth Courses: 9 hours

Choose three courses from this section.

| | |
|---------------------------------------|---|
| COMP 3500 Cybersecurity | 3 |
| COMP 4200 Advanced Database Systems | 3 |
| COMP 4300 Application Development II | 3 |
| COMP 4350 Game Development II | 3 |
| COMP 4420 DevOps | 3 |
| COMP 4500 Computer Forensics | 3 |
| COMP 4600 User-Centric Computing II | 3 |
| COMP 4985 Special Topics in Computing | 3 |
| CS 4180 Advanced Web Development | 3 |

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

| | |
|---|-----|
| COMP 4982 Capstone Project [Right] (writing-intensive course, required) | 3 |
| COMP 4986 Computing Internship [Right] (may be taken a second time for a total of 6 hours) | 3-6 |

General Electives: 6-9 hours

Specific Requirements for a B.S. Degree in Computing

1. Students must sign the Program's "Student Program Notification" form in order to declare a major in Computing.
2. Students must obtain an academic advisor in the Computing Program during the semester when declaring a major in Computing.
3. Students are allowed only one "D" in the Computing or Computer Science courses used to satisfy the major.
4. Students must complete the science major

option of Core IMPACTS Area T. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  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* Currently, PHIL 4120 Professional Ethics is a required course for the BS in Computing. We propose to add PHIL 3320 Technology and Human Values as an alternative course to PHIL 4120. This will give students more flexibility, especially considering that PHIL 3320 has no prerequisites while PHIL 4120 has prerequisites. PHIL 3320 still addresses the program's learning outcome "Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles." In addition, PHIL 3320 may appeal more to COMP students than PHIL 4120.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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


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

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

Assessment Plan* ☒ I have attached the Assessment Plan.

☐ N/A

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

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

BS in Computing: 2024-2025 Program Map

| 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 |
| IMPACTS: Humanities | 3 | | IMPACTS: Written and Oral Communication | 3 |
| | | | IMPACTS: Institutional Options | 1 |
| SEMESTER TOTAL | 14 | | SEMESTER TOTAL | 14 |
| Milestones | | | Milestones | |
| <ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Math 1113 C or better IMPACTS: Humanities (PHIL 2010 or 2030) satisfies PHIL 4120 prerequisite | | | <ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete CS 1301 C or better | |

| YEAR 2 | | | | |
|--|---------|--|--|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| COMP 2200: Introduction to Databases | 3 | | IMPACTS: Lab Science Sequence 1 | 4 |
| CS 2100: Introduction to Web Development | 3 | | POLS 1101: American Government | 3 |
| MATH 1401: Elementary Statistics | 3 | | IMPACTS: Social Science | 3 |
| COMP 2320: Principles of Programming | 3 | | COMP 3400: System & Network Administration I | 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 | | | | |
| <ul style="list-style-type: none">All MATH requirements complete | | | | |

| YEAR 3 | | | | |
|---|---------|--|--|---------|
| TERM 1 | | | TERM 2 | |
| Course | Credits | | Course | Credits |
| COMP 3800: Data Analytics | 3 | | HIST 2111 or 2112: U.S. History I or U.S. History II | 3 |
| PHIL 4120: Professional Ethics or PHIL 3320: Technology and Human Values | 3 | | COMP Breadth Elective | 3 |
| COMP 3300: Application Development I | 3 | | Area C.1: Fine Arts | 3 |
| IMPACTS: Lab Science Sequence 2 | 4 | | COMP Breadth Elective | 3 |
| COMP 3600: User-Centric Computing I | 3 | | COMP Breadth Elective | 3 |
| SEMESTER TOTAL | 16 | | SEMESTER TOTAL | 15 |
| Milestones | | | Milestones | |
| ● IMPACTS lab sciences complete | | | ● 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 | | | | |
| ● Successful completion of internship with industry partner | | | | |

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

Note: A student opting to take PHIL 4120 needs to complete one of the courses PHIL 2020, or PHIL 2010 or PHIL 2030 as 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.*

| 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 |
| | PROGRAM: | BS in Computing | | | 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 | Field of Study (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 | | | |
| | | | 4 | CS 1301 - CS I | I | I | | | |
| 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. | | | 5 | COMP 2320 - Prin of Prog or CS 1302 - CS II | I | I | | | |
| | | | 6 | CS 2100 - Intro Web | I | I | | I | |
| In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. | | | 7 | COMP 2200 - Intro to DB | I | I | | I | |
| | | | 8 | Supporting courses (6 hours), take PHIL3320 or PHIL4120 | | | | | |
| | | | 9 | ENGL 3405 - Prof & Tech Writing | | | R | | |
| | | | 10 | PHIL 3320 - Technology and Human Values | | | | R | |
| | | | 11 | PHIL 4120 - Professional Ethics | | | | R | |
| | | | 12 | Required Breadth Courses (18 hours) | | | | | |
| | | | 13 | COMP 2300 - Fund of Comp | I | R | | | |
| | | | 14 | COMP 2500 - Intro to Comp Sec | I | I | I | R | |
| | | | 15 | COMP 3600 - UCC I | R | R | R | I | I |
| | | | 16 | COMP 3300 - App Dev I | R | R | | | I |
| | | | 17 | COMP 3400 - SNA I | R | R | R | R | |
| | | | 18 | COMP 3800 - Data Analytics | R | | R | | |
| | | | 19 | Elective Breadth (12 hours) | | | | | |
| | | | | | | | | | |

| | | | | | | | | |
|--|--|----|--------------------------------------|------|------|------|------|------|
| 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. | 20 | COMP 2350 - Intro to Digital Media | I | I | | | |
| | | 21 | COMP 2360 - Physical Computing | I | I | | | |
| | | 22 | COMP 3310 - Mobile Dev | I | R | R | | R |
| | | 23 | CS 3211 - SE I | R | R | I | | |
| | | 24 | CS 3280 - Systems Prog | R | I | | | |
| | | 25 | COMP 3350 - Game Dev I | R | R | | I | |
| | | 26 | COMP 4400 - SNA II | M | M | R | R | |
| | | 27 | Depth Courses (9 hours) | | | | | |
| | | 28 | COMP 3500 Cybersecurity | R | R | R | R | |
| | | 29 | COMP 4200 - Adv DB Systems | M | M | | R | |
| | | 30 | COMP 4300 - App Dev II | M | M | | | R |
| | | 31 | COMP 4350 - Game Dev II | R | R | R | R | R |
| | | 32 | COMP 4420 - DevOps | M | M | R | | |
| | | 33 | COMP 4500 - Computer Forensics | R | R | | R | |
| | | 34 | COMP 4600 - UCC II | R | R | R | R | R |
| | | 35 | CS 4180 - Adv Web Dev | R | R | | | |
| | | 36 | Required HIP & Prof Prep (6-9 hours) | | | | | |
| | | 37 | COMP 4982 - Capstone Proj - Required | M, A | M, A | M, A | M, A | M, A |
| | | 38 | COMP 4986 - Internship | | | R | R | R |

Certificate of Less than One Year in Victim Services

2024-2025 Undergraduate New Program Request

General Information

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2024

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 Civic Engagement and Public Service

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

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

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

☐ Yes
☒ No

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

☐ Yes
☒ No

Program Information

Program Type*

Certificate

Program Name* Certificate of Less than One Year in Victim Services

Degree Type*

Certificate

Program Description* This certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of victimization service providers encounter, and will also learn detailed information about the job of a victim advocate and techniques to assist victims facing a number of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime.

Program Location*

Online

Status* ☒ Active-Visible ☐ Inactive-Hidden

How will the proposed program be delivered?*

☐ Face-to-Face
☒ Online Only
☐ Hybrid

Curriculum Information

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

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

Type of Program* ☒ Program
☐ Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

Required Criminology Courses (6 credit hours)

CRIM 1100 Introduction to Criminal Justice
CRIM 3333 Victimology

Required Victim Advocacy Course (3 credit hours)

CRIM 4006 Victim Advocacy
POLS 4006 Victim Advocacy

Required Identity Course (3 credit hours)

CRIM 4005 Identity, Victimization, Law & Society
POLS 4005 Identity, Victimization, Law & Society

Required Internship (3 credit hours)

CRIM 4286 Internship
SOCI 4386 Internship
POLS 4186 Internship in Government
[After] Internship agency must be approved by the certificate director.

Electives (3 credit hours)

Select 1 course

CRIM 4232 Family Violence
CRIM 4296 Violence Against Women
SOCI 4915 Violence Against Women
CRIM 4334 Human Trafficking
CRIM 4002 Case Management
POLS 4002 Case Management
POLS 4217 Grant Writing for Nonprofit Organizations
POLS 4517 Global Human Rights

Justification and Assessment

Rationale* In a recent survey of current Criminology students, we found that approximately 10% were interested in becoming victim advocates when they completed their degree (a number equal to those who were interested in entering law enforcement). As this is a sizable portion of our students, it was decided that specialized programming should be offered to them, as it is for those who are interested in law enforcement, to give them career ready skills and allow them to be successful in their desired field. In designing this certificate, agency partnerships were developed, and it has become clear that such a certificate is desirable to those already working in the field, which means we will likely be able to recruit new students to enroll in the certificate. Students who complete the certificate will also have completed a number of classes that are required for the Criminology B.S. degree, which may encourage them to enroll to complete that degree as well. The field of victim advocacy is in need of educated professionals, so students who complete this certificate will be well equipped to enter an in-demand field.

This certificate was approved at UWG last year and this resubmission is to change the credit hours from 15-18 per USG request.

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

1. Analyze causes of victimization, victims' rights, and services available to victims.
2. Examine the legal and social experiences of different populations of victims.
3. Examine best practices for interacting with victims of various crimes or circumstances.

SACSCOC Substantive Change


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

Send questions to kgwaltney@westga.edu.

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

Baccalaureate Certificate in Victim

| Outcome | Connection |
|---|-------------------------------|
| Analyze causes of victimization, victims' rights, and services available to victims. | Relevance and Competitiveness |
| Examine the legal and social experiences of different populations of victims. | Relevance and Competitiveness |
| Examine best practices for interacting with victims of various crimes or circumstances. | Relevance and Competitiveness |

Services

| Measure/Method | Success Criterion | AY25 |
|---|-------------------|------|
| In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various | Mean = 80% | |
| In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various | Mean = 80% | |
| In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various | Mean = 80% | |

| AY26 | AY27 | Use of Results | Plan |
|------|------|----------------|------|
| | | | |
| | | | |
| | | | |

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies prior to generating a full proposal. Once a program is approved in concept, the full proposal review process is utilized.

College/School: University College
Department: Civic Engagement and Public Service
Name of Proposed Program: Certificate in Victim Services
Degree Level: Undergraduate
Major and CIP Code: NA
Desired Start Date: Fall 2024

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

The Certificate in Victim Services is consistent with the strategic plan of the University. The program is relevant as there is great demand for professionals in the victim services fields. It will enhance the competitiveness of the University as not only are current students interested in entering victim services professions, but people currently in these professions are in need of training, and are likely to join the UWG community as students to obtain this training. This Certificate will strengthen the connection between the members of the UWG community and the University as they will feel they are getting a unique opportunity to be educated in a career-ready area, thus meeting the goal of placemaking.

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

In a recent survey of Criminology undergraduates, we found that approximately 10% were interested in becoming victim advocates when they finished their degree. This is a number equal to the group of students who are interested in entering law enforcement, and special programming has been designed (the ALETE program) to meet their needs. It was determined that programming to meet the needs of those interested in victim advocacy would be beneficial to students. Additionally, as this project was conceptualized, agency partnerships were developed, and we determined that there is a great need for both new victim advocates in the state of Georgia, and for current victim advocates to receive better training. This means that our students would be well equipped to enter an in-demand field, and that we could potentially recruit people already working as victim advocates to participate in the certificate.

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

The delivery method for the certificate will be online. The reason for this is that there are advocates

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

located throughout the state who are in need of this training. As they are already working in the field, it would be impractical for them to travel several hours to campus several days a week to take in person classes. Additionally, much of the training advocates already receive is delivered online. As many Criminology and Political Science students, a large part of the anticipated current student enrollment in the program, take classes online only, it would appeal to them to be able to complete the Certificate online. Finally, our goal is to have members of partner agencies teach or co-teach some of the classes in the Certificate, and as they are working in the field, it would be impractical for them to teach in person.

Anticipated enrollment in the Certificate is estimated to be approximately 15 current students in the first semester, and we anticipate that enrollment will grow steadily as awareness of the program grows and as former students demonstrate success by obtaining employment in the field. In addition to those who will enroll in the Certificate, many others will enroll in the courses that are part of the certificate. In addition to the current students who take advantage of the Certificate, it is anticipated that, after the first year of the Certificate's existence, people working as victim advocates will begin to enroll as well. These estimates are based on the survey of Criminology students, the enrollment of the ALETE program, which is a similar concept for a different type of employment, and discussions with agency partners who are interested in having their employees enroll.

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

The Certificate in Victim Services is consistent with the strengths and competencies of the department. Several members of the department study victimization and/or have experience in servicing as victim advocates or running victim advocacy training programs. Learning about victimization is an important part of learning about criminology and criminal justice. It is also relevant to Political Science majors and their faculty, who have interests in human rights and public policy that could be important to victims of crime.

5) Briefly describe the anticipated resources needs for the proposed program. Consider including information about faculty workload, program administration, campus facilities, specialized equipment, and accreditation.

The resources need to establish and run this Certificate are low and attainable. Three new courses have been designed to be part of the certificate, and there are faculty in both Political Science and Criminology who are prepared to teach these courses. They would do so as part of their regular workload, as the courses would be relevant to those who are not enrolled in the Certificate as well as those who are. In addition to full time faculty within these programs, we have established a partnership with the Prosecuting Attorneys' Council of Georgia, and one of their advocates will be co-teaching a course on Victim Advocacy for us. This would require an adjunct salary. One faculty member will coordinate the program, which will involve reviewing the transcripts of students who will be graduating from the program to ensure they have met the requirements. This will be part of their service responsibilities. The program coordinator will ensure classes are offered in a way that will support student completion of the program. No additional facilities or equipment are needed, nor is there an accrediting body would need to be involved.

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

- 6) Discuss in general terms the budgetary impact of delivering the program. Consider including the realignment of resources.

It is anticipated that this Certificate will help recruit new students, not only to enroll in the Certificate itself, but to enroll in the Criminology program as they will be completing many Criminology requirements as they complete the Certificate, which may encourage them to become students in the major. Overall, the net budgetary impact should be positive. The changes and realignment of the Criminology program will be related to the types of classes offered. The courses in the Certificate in Victim Services are either already part of the major, or will be offered instead of some current courses. The Certificate course will be relevant for non-Certificate students, and will still help them progress towards their degree. There should not be a negative impact, resulting in loss of credit hours, on the current students, as they will be able to take advantage of the new courses, and will still have access to other courses that help them progress towards their degree.

- 7) Is the program free from duplication or competition with a current or planned program within the university? Is an existing program or major being recommended for termination or deletion?

There are no other similar programs within the university; indeed, there are no similar programs within the state of Georgia.

- 8) How will this program enhance the reputation of UWG? Please list business or other community partners who may be prepared to provide advocacy and support for the proposed program.

A partnership has been developed with the Prosecuting Attorneys' Council of Georgia, specifically the Victim Assistance Division of that organization. The interested members of the department have had meetings with members of this Council, including the Direct of the Victim Assistance Division, to discuss the creation of the Certificate as well as to determine the need for the certificate and create teaching partnerships. This organization serves prosecutors throughout the entire state of Georgia, and each jurisdiction's victim advocates within the court system. This partnership will greatly enhance the reputation of UWG, as we will be providing a valuable service—education and qualified students to intern and work as advocates—to District Attorneys and Victim Advocates across the state. This agency will promote the program to current advocates as well as prospective advocates, as this program will be valuable to them.

Approval by Dean and Date:

Approval by President or Senior Vice President for Academic Affairs and Date:

INSTRUCTIONS

BACCALAUREATE

| | | |
|---|---|---|
| <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> <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> | DEPARTMENT: Civic Engagement & Public Service | |
| | PROGRAM: Standalone Certificate | |
| | 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. | 1 |
| | | 2 |
| | | 3 |
| | 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. | 4 |
| | | 5 |
| | | 6 |
| | | 7 |
| | 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. | 8 |
| | | 9 |
| | 10 | |
| | 11 | |
| **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. | | |

Data in.

CERTIFICATE IN VICTIM SERVICES

| | PL-SLO 1 | PL-SLO 2 | PL-SLO 3 |
|-------------------------------|--|---|---|
| COURSES | Analyze causes of victimization, victims' rights, and services available to victims. | Examine the legal and social experiences of different populations of victims. | Examine best practices for interacting with victims of various crimes or circumstances. |
| CRIM 1100 | I | I | I |
| CRIM/POLS 4005 | I | I | I |
| CRIM 3333 | R | R | R |
| CRIM 4232 | R | R | R |
| CRIM 4296/SOCI 4915 | R | R | R |
| CRIM 4334 | R | R | R |
| POLS 4217 | R | R | R |
| POLS 4517 | R | R | R |
| CRIM 4286/POLS 4186/SOCI 4386 | R | R | R |
| CRIM/POLS 4002 | R | R | R |
| CRIM/POLS 4006 | M, A | M, A | M, A |

| 2025-2026 Academic Year Program Map Certificate of Less than One Year in Victim Services | | | |
|---|---------|---|---------|
| YEAR 1 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| CRIM 1100 Intro to CJ | 3 | CRIM/POLS 4006 Victim Advocacy | 3 |
| CRIM 3333 Victimology | 3 | CRIM 4286/POLS 4186/SOCI 4386 Internship | 3 |
| CRIM/POLS 4005 Identity, Victimization, Law & Society | 3 | Victim services elective (CRIM 4232, CRIM 4296/SOCI 4915, CRIM/POLS 4002, CRIM 4334, POLS 4217, or POLS 4517) | 3 |
| | | | |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Complete CRIM 1100 or take the challenge exam Begin seeking internship placement for next semester | | <ul style="list-style-type: none"> Complete the Certificate requirements | |

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.

HONR - 4103 - Honors Capstone Seminar II

2025-2026 Undergraduate New Course Request

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Desired Effective
Semester*

Fall

Desired Effective
Year*

2025

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

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

College - School/
Department*

Honors College

University College

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

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☒ Yes

College course?* ☐ No

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

Course Information

Course Prefix*

HONR

Course Number* 4103

Course Title* Honors Capstone Seminar II

Long Course Title HONR 4103

Course Type*

Interdisciplinary

Catalog Course Description* This course provides support for students working on an Honors College project, including implementing the plan developed in HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes.

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

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

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

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

If yes, indicate maximum number of credit hours counted toward graduation.* 2

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

Prerequisites HONR 4102

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Honors College

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

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

☐ Area A

☐ Area B

☐ Area C

☐ Area D

☐ Area E

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

2

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* This course is being added to create a two-course capstone course sequence (HONR 4102 followed by HONR 4103) during the Honors student's final 30 hours.

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

A student completing this course will have:

- Completed and submitted in hard copy a capstone project.
- Orally presented a capstone project.
- Developed a resume and intellectual autobiography

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 50

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

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

Fee Justification

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

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

Syllabus

HONR 4103 – Honors Capstone Seminar II

2 credit hours

Prerequisite

HONR 4102

Course Description

This course provides support for students working on an Honors College project, including implementing the plan developed in HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes.

Student Learning Outcomes.

A student having completed this course will have:

- Completed and submitted in hard copy a capstone project.
- Orally presented a capstone project.
- Developed a resume and intellectual autobiography

Assignments

Resume

You will create, workshop, and submit a resume or curriculum vitae tailored to your future goals. You may submit either a resume or a curriculum vitae depending on the uses to which you intend to put the document. In either case, your submission should conform to standard conventions concerning content and format within a given field of work or study. Please proofread your submission to eliminate all errors of spelling, punctuation, capitalization, and the like. Be sure to provide sufficient detail for each entry for readers unfamiliar with you and the University of West Georgia to understand the nature, scope, and significance of the listed experience or achievement. Your submission should (1) record and detail the experiences and accomplishments that prepare you for a particular job, internship, career, award, fellowship, or educational or other experience; and (2) explain what transferrable skills you have developed and displayed through those experiences and accomplishments. Please include a cover sheet with the following information: your name, the date, the course title, my name, and a statement of at least one complete sentence explaining the end goal for this particular version of your resume or curriculum vitae. There is no length requirement for this assignment, though a resume is generally 1-2 pages, while a curriculum vitae may be longer.

Intellectual Autobiography

While a resume or curriculum vitae is a highly conventional document used for a particular end (usually to access a job or other opportunity), an intellectual autobiography is a more creative work

that should be meaningful to you and those with whom you share it. An intellectual autobiography has the potential to *bring to life* the personal significance of the entries listed in a drier fashion on a resume or curriculum vitae. This sort of autobiography might also *bring to light* experiences that do not appear on a resume, including missteps, failures, and other twists and turns that inevitably form part of our intellectual, academic, and creative trajectory. Bearing all this in mind, you will create an intellectual autobiography suitable for sharing, minimally, with me and a few classmates, although you will be the main creator and audience for this self-reflective piece. I am providing significant flexibility for you to create an intellectual autobiography that means something to you. That said, here are a few minimum requirements:

Capstone Project Work Plan

By the end of the fourth week of HONR 4103, you will submit a work plan for your capstone project for the rest of the semester. Every student in HONR 4103 will be developing a unique project, and every student will be at a different point in their process. For that reason, you will develop an individual work plan tailored to the needs of your project. Your work plan must describe in detail a minimum of three artifacts that you will turn in at strategic “checkpoints” (calendar dates) throughout the semester. The artifacts should represent work that is useful to you for completing your. Your work plan should indicate what type of artifact you intend to submit at each checkpoint. It should also anticipate the nature and scope of each artifact in as much detail as possible. Use this as a goal-setting opportunity. Once you submit your work plan, I will either approve it or request modifications until I can approve it. That said, you can modify your plan over the course of the semester in conversation with me, depending on your progress.

Checkpoints

Submit three artifacts throughout the semester attesting to progress on your capstone project. Consult the description above for a non-exhaustive list of sample artifacts. Because every student will be submitting different artifacts, there will be no standard grading rubric for this assignment. Rather, I will grade your artifacts based on the following considerations: (1) Does the artifact follow through on your initial work plan or represent a carefully considered deviation from that plan? (2) Does the artifact represent substantive progress on your Honors capstone considering your current place in the process? (3) Does the artifact display careful craftsmanship, attention to detail, organization, logic, accuracy, precision, and other qualities of strong academic or creative work as suited to your project?

Oral Presentation

Over the last month of the semester, each of you will make an oral presentation to the class concerning your Honors capstone. The presentation will explain steps in the *process* behind the creation of your project and will discuss the *product* itself—that is, the topic, thesis, argument, methodology, findings, analysis, conclusions, and other relevant components of your actual project. Depending on where you are with your project by the end of HONR 4103, the proportion of the presentation spent on *process* and *product* may vary. If you will be completing your project in a

later semester, you may focus on your past, present, and anticipated future processes, spending less time on the final product, which is likely incomplete. If you have already completed all or most of your project, then you will concentrate more on the product. Regardless of your focus, the presentation must include:

- an overview of your project's general topic, why it interests you, and why it should interest its target audience.
- the specific thesis, argument, directions, or goals within the general topic.
- information about how your project fits into a broader scholarly or creative conversation about the topic. Please include at least three quotations or other references from secondary sources within the presentation.
- a visual component such as a PowerPoint or other presentation. Please use words selectively, avoiding complete sentences and paragraphs except for your thesis statement and quotations.
- an explanation accessible to a group of educated peers who are not necessarily experts in your field. Please strike a balance between displaying your disciplinary expertise and making your project understandable to an audience of advanced Honors students.

Please plan to speak for 9-11 minutes and to take questions and comments for 4-6 minutes. Your time will pass quickly, so practice beforehand to ensure that you are able to cover your major points in the allotted time while speaking at a reasonable pace. You may use notes, but avoid reading your presentation verbatim. Part of your grade will be based on presentation skills such as maintaining eye contact, speaking at an appropriate pace and volume, and using facial expressions and gesticulation to convey meaning. Another part of your grade will be based on your active engagement with other presenters by asking questions and making comments; please plan to attend class on the presentation days.

PROGRAM REVISION PROPOSAL

UWG Honors College

September 17, 2024

OVERVIEW OF PROGRAM REVISION

The Honors College proposes to modify the curriculum through which students earn Honors College Distinction. Currently, Honors College Requirements include 23 hours, with five credit hours earned through scaffolding courses (listed below) and 18 hours earned through courses converted to “Honors” (necessary adjustments are allowed for transfer students):

Current Scaffolding Course Requirements (5 hours)

| | |
|------------|---|
| 0-30 hrs | XIDS 2002-Cornerstone Seminar (2 hours) |
| 31-60 hrs | HONR 2102-Sophomore Honors Colloquium: Inquiry (1) |
| 61-90 hrs | HONR 3102-Junior Honors Colloquium: Engagement (1) |
| 91-120 hrs | HONR 4102-Senior Honors Colloquium: Integration and Application (1) |

This proposal seeks to change the scaffolding course requirements. The total scaffolding hours will remain at five, but the mix of courses will change. Specifically, as shown below, HONR 2102 and 3102 will no longer be required and will be replaced by required meetings with a mentoring group, led by a faculty member, and academic and career preparation activities (referred to herein as “involvement activities”). Involvement activities are spelled out in the [Honors College Handbook](#). A full, detailed summary of Honors College scaffolding requirements is provided in the appendix of this document.

Proposed (New) Scaffolding Course Requirements (5 hours)

| | |
|------------|---|
| 0-30 hrs | XIDS 2002-Cornerstone Seminar (2 hours) |
| 31-60 hrs | HONR 2102-Sophomore Honors Colloquium: Inquiry (1) Faculty Mentoring and Involvement Activities |
| 61-90 hrs | HONR 3102-Junior Honors Colloquium: Engagement (1) Faculty Mentoring and Involvement Activities |
| 91-120 hrs | HONR 4102 – Honors Capstone Seminar I (1) [revised course] HONR 4103 – Honors Capstone Seminar II (2) [new course] |

RATIONALE

The changes summarized above create a more flexible program, allowing the Honors College to more readily accommodate students across a diverse range of degree programs and at different class status levels, i.e. students who are accepted into the Honors College after earning 30 hours.

SPECIFIC CHANGES

Three specific changes are required to achieve the new Honors College Scaffolding Requirements presented above. These include:

1) COURSE REVISION

Revises the title and description of HONR 4102. With this revision, HONR 4102 supports students planning their capstone projects.

| | Current | Proposed (New) |
|---------------------|---|---|
| Number | HONR 4102 | HONR 4102 |
| Title | Senior Honors Colloquium: Integration and Application | Honors Capstone Seminar I |
| Prerequisite | Restricted to Honors College | Restricted to Honors College |
| Description | This course provides thesis writing support for students working on an Honors College thesis. Students will hone their disciplinary skills regarding thesis structure, source citations, presenting data analysis, and professionalism in presenting their project outcomes. Students will contribute to their e-portfolio demonstrating a developing sense of self as a learner. | This course provides support for students planning a capstone project, including identifying a faculty member who will serve as the capstone mentor, establishing the scholarly context for and relevance of the project, and developing a plan for achieving the academic goals of the capstone project. |
| Hours | 1 | 1 |

2) **COURSE ADDITION**

Creates HONR 4103 – Honors Capstone II. This course supports students completing their capstone projects.

| | |
|---------------------|--|
| | Proposed (New) |
| Number | HONR 4103 |
| Title | Honors Capstone Seminar II |
| Prerequisite | HONR 4102 |
| Description | This course provides support for students working on an Honors College project, including implementing the plan developed in HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes. |
| Hours | 1 |

3) **PROGRAM REVISION**

Revises the required scaffolding courses by removing HONR 2102 and 3102 as required courses, replacing them with required faculty mentoring meetings, involvement activities, and adding a capstone course sequence, HONR 4102 (revised course) and 4103 (new course).

| | <u>Current</u> | <u>Proposed (New)</u> |
|--------|-----------------------|--------------------------------|
| 1-30 | XIDS 2002 (2) | XIDS 2002 (2) |
| 31-60 | HONR 2102 (1) | Mentoring & Involvement |
| 61-90 | HONR 3102 (1) | Mentoring & Involvement |
| 91-120 | HONR 4102 (1) | HONR 4102 (1) HONR 4103 (2) |

APPENDIX

Honors College Scaffolding Requirements (full detail)

| | |
|------------|--|
| 0-30 hrs | <p>XIDS 2002-Cornerstone Seminar (2 hours)</p> <p>Students in this course constitute a “mentoring group” and their instructor will serve as their Honors Faculty Mentor through graduation. Also, they are required to:</p> <ul style="list-style-type: none">• Participate at least three times with Peer Mentor group per year• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities per semester (these options are specified in the Honors Student Handbook). |
| 31-60 hrs | <p>Required Mentoring and Involvement</p> <ul style="list-style-type: none">• Meet with Honors Faculty Mentor group at least twice.• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities.• Participate in one semester-long Personal Community Involvement activity.• Submit to the Honors College a resume and declaration of major and discipline. |
| 61-90 hrs | <p>Mentoring and Involvement</p> <ul style="list-style-type: none">• Meet with Honors Faculty Mentor group at least twice.• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities.• Participate in one semester-long Personal Community Involvement activity.• Identify an Honors Capstone Faculty Mentor to advise during capstone project. |
| 91-120 hrs | <p>HONR 4102 – Honors Capstone Seminar I (1)</p> <p>Supports capstone planning and preparation. Prerequisite for HONR 4103.</p> <p>HONR 4103-Honors Capstone II (2)</p> <p>Supports students in carrying out their capstone projects.</p> |

XIDS - 2001 - What do you really know about Japan?

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Center for Interdisciplinary Studies

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

XIDS

Course Number * 2001

Course Title * What do you really know about Japan?

Long Course Title

Course Type *

Interdisciplinary Studies

Catalog Course Description * The course topic will immerse the students in the Japanese way of life through Art, History, and Culture. Reflecting on the differences between American and Japanese cultures will be a daily activity. Students will explore Tokyo and Kyoto through excursions relevant to Art, History, and Culture and also get to experience the local lifestyle. Students will visit museums, parks, markets, cafes, and other gathering sites where the local populations gather and exchange. They will walk through many parts of the cities as Japanese do. This class brings together art, history, and intercultural awareness together to provide a deeper understanding of what it means to live abroad. The students will conclude the course by providing a final paper that includes a reflection on their 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 * 1

Lab Hrs * 0

Credit Hrs * 1

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

If yes, indicate maximum number of credit hours counted toward graduation. * 1

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

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Type of Delivery
(Select all that apply)***

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

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

Grading*


Justification and Assessment

Rationale* This specific topic of XIDS 2001 (variable topics) is proposed to support study abroad in Japan.

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

- 1) Identify and summarize cultural differences.
- 2) Apply skills related to adaptability, problem-solving, and communication in a specific international context.
- 3) Relate aspects of Japanese lifestyles to art and history.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 15

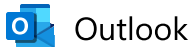
Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?* 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.



Area B2: XIDS 2001/2002

From Anne Gaquere-Parker <agaquere@westga.edu>
Date Wed 8/21/2024 4:42 PM
To Andy Walter <awalter@westga.edu>

Area B2: XIDS 2001/2002

| | |
|--------------------------------------|--|
| Primary Contact Name | Anne Gaquere-Parker |
| Email | agaquere@westga.edu |
| Department | Education Abroad |
| Title: What do you really know about | Japan |
| Credit Hours | 1 hour |
| InstNeeds | Global Awareness,Diversity |
| Course Learning Outcomes | <div>1. Demonstrate (through various class activities and individual comportment) an awareness of cultural differences.</div> <div>2. Gain a new set of intercultural skills (adaptability, ability to problem-solve, communication) to manage the new challenges of a course associated with an international experience.</div> <div>3. Acquire familiarity with and understanding of the Japanese lifestyle through art and history.</div> |
| Theme | The course will immerse the students in the Japanese way of life through Art, History, and Culture. Reflecting on the differences between American and Japanese cultures will be a daily activity. Students will explore Tokyo and Kyoto through excursions relevant to Art, History, and Culture and also |

get to experience the local lifestyle. Students will visit museums, parks, markets, cafes, and other gathering sites where the local populations gather and exchange. They will walk through many parts of the cities as Japanese do. This class brings together art, history, and intercultural awareness together to provide a deeper understanding of what it means to live abroad. The students will conclude the course by providing a final paper that includes a reflection on their experience.

Contribution

**Interdisciplinary
Focus Achieved**

**Integrate
Concepts and
Perspectives**

**Attainable and
Measureable
Learning
Outcomes**

**Other
Requirements**

Tentative Schedule:
March 10th , 2025: Complete all discussion postings regarding sites to be visited
March 14th, 2025: Travel to Japan
Daily – March 15th to March 21st, 2025: Complete daily reflections on cultural differences
March 22nd, 2025: Land in the US
May 1st, 2025: Submit final paper

Grading Criteria

Grade% = 40% Online discussion on sites/museums/excursions (average of all mandatory postings) + 40% Daily reflection on cultural differences (average of all mandatory postings) + 20% final paper

**Potential
Primary
Reference(s)**

Outline of Syllabus

Addendum II

Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education

2025-2026 Graduate Delete Program Request

General Information

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

What would you like to do? *

- ☒ Deactivate Existing Program
☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Early Childhood through Secondary Education

Program Information

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

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education

Program Type*

Degree Type*

Program Description* A non-degree initial preparation program is available in the field of Elementary Education. Applicants must have earned a baccalaureate degree and meet admission requirements for Teacher Education. Apply for admission through the UWG Graduate School online at www.westga.edu/gradstudies/.

Program Location*

Status* ☒ Active-Visible ☐ Inactive-Hidden

EARLY CHILDHOOD CONCENTRATION

Professional Education:

Block I: 17 Hours

CEPD 4101 - Educational Psychology 3

ECED 3271 - Integrating Curriculum, Instruction, and Classroom Management for Pre K-5 Classrooms 3

ECED 3282 - Practicum I 1

PHED 4650 - Health and Physical Activity in Elementary Education 2

MATH 3803 - Algebra for P-8 Teachers I 3

ECED 3214 - Exploratory Activities in Music and the Fine Arts 2

READ 3251 - Children's Literature 3

Block II: 17 Hours

MATH 3703 - Geometry for P-8 Teachers 3

ECED 4261 - Teaching Content and Process: Social Studies Education 3

ECED 4262 - Teaching Content and Process: Science Education 3

ECED 4263 - Teaching Content and Process: Mathematics Education 3

ECED 4283 - Practicum II 2

READ 3262 - Teaching Content and Process: Reading Education 3

Block III: 18 Hours

ECED 4251 - Assessment and Correction Mathematics Education 3

ECED 4251L - Assessment and Correction Clinical Lab 1

ECED 4284 - Practicum III 2

EDRS 4042 - Introduction to Classroom Assessment 3

READ 3263 - Teaching Content and Process: Integrated Literacy Education and Process Writing 3

READ 4251 - Assessment and Correction Reading Education 3

SPED 3715 - The Inclusive Classroom: Differentiating Instruction 3

Block IV: 12 Hours

ECED 4286 - Teaching Internship 9

ECED 4289 - Teaching Internship Seminar 3

Summer: 2 Hours

MEDT 3402 - Integrating Technology into the Classroom 2

Total: 66 Hours

Note: Please see the Undergraduate Catalog for undergraduate course descriptions.

EARLY CHILDHOOD/SPECIAL EDUCATION-GENERAL CURRICULUM CONCENTRATION

Professional Education:

Block I: 17 Hours

CEPD 4101 - Educational Psychology 3

SPED 3713 - Introduction to Special Education and Mild Disabilities 3

ECSE 4783 - Practicum I 1

SPED 4710 - Ethics, Policies, and Procedures in Special Education 2

ECSE 3214 - Exploratory Curriculum for Pre-K-5 Classroom 2

MATH 3803 - Algebra for P-8 Teachers I 3

READ 3251 - Children's Literature 3

Block II: 16 Hours

MATH 3703 - Geometry for P-8 Teachers 3

ECSE 4761 - Teaching Content and Process: Social Studies Dual Certificate 3

ECSE 4762 - Teaching Content and Process: Science Dual Certificate 3

ECSE 4763 - Teaching Content and Process: Math Dual Certificate 3

ECSE 4764 - Teaching Content and Process: Literacy Dual Certificate 3

ECSE 4784 - Practicum II 1

Summer: 6 Hours

SPED 3702 - Educational Evaluation of Children with Disabilities 3

EDRS 4042 - Introduction to Classroom Assessment 3

Block III: 18 Hours

SPED 3714 - Behavior and Classroom Management 3

READ 4251 - Assessment and Correction Reading Education 3

READ 3263 - Teaching Content and Process: Integrated Literacy Education and Process Writing 3

SPED 4713 - Collaboration in School Settings 3

ECED 4251 - Assessment and Correction Mathematics Education 3

ECED 4251L - Assessment and Correction Clinical Lab 1

ECSE 4785 - Practicum III 2

Block IV: 9 Hours

ECSE 4786 - Teaching Internship 6

ECSE 4789 - Teaching Internship Seminar 3

Total: 66 Hours

Note: Please see the Undergraduate Catalog for undergraduate course descriptions.

Justification and Assessment


Rationale* Since we now have the Master of Arts in Teaching (MAT) Elementary program, which leads to initial teacher certification in Georgia in grades PK-5, the non-degree initial certification program in elementary education should be deleted. There are no active students currently enrolled in the program.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

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


1.) Teach Out Plan


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

Teach Out Plan ☒ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4117

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.

Teach-Out Plan

Deactivation of Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education

Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education. Students will no longer be admitted into the program beginning Fall 2025. The academic program of Master of Arts in Teaching (MAT) with a certification in Elementary Education (CIP 13120601) will be available to incoming students.

Currently, there are no active students in the program. The status of the last 2 remaining students in the program is as follows:

| Student ID | Last Name | First | ADMIT_TERM | Major | Current Banner Status |
|------------|-----------|--------|-------------|----------------|-----------------------------------|
| 917318967 | Cohran | Hailey | Spring 2022 | ECE non-degree | Inactive as of Fall Semester 2024 |
| 917652055 | Watts | Deja | Summer 2023 | ECE non-degree | Inactive as of Fall Semester 2024 |

Faculty and staff were notified of the closure and will not be adversely impacted by the program closure.

Reading Instruction, M.Ed.

2025-2026 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Early Childhood through Secondary Education

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

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

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

Program Name

Program Description

Program ID - DO NOT EDIT* 4083

Program Code - DO NOT EDIT

Program Type*

Master's

Degree Type*

Master of Education

Program Description*

The Master of Education (M.Ed.) in Reading Instruction is a graduate degree program housed in the College of Education. This degree is offered to educators certified in teaching who desire graduate studies in reading, language, and literacy theories, research, and instructional practices. Candidates learn research-based strategies aligned with structured literacy (the science of reading) and interactive literacy as complementary approaches to effective reading, language, and literacy instruction. The program prepares graduates to serve as literacy/reading specialists and instructional leaders in their respective schools and districts. The M.Ed. in Reading Instruction program is fully online and consists of 30 credit hours.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Online

Curriculum Information

Degree Requirements

Applicants must have a valid, level 4 or higher, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate, and must have at least three years of teaching experience. An M.Ed. in Reading Instruction can be achieved by completing a 30-hour program of study. The program consists of 21 hours in Language and Literacy Concentration (Area I), 3 hours in Research (Area II), and 6 hours in ESOL and/or Dyslexia (Area III). Candidates must pass a comprehensive exam during their final semester in the program. Georgia educators must pass the GACE Content Assessment in Reading to add the Literacy Specialist certification to their GaPSC teaching certificate.

Plan of Study

Area I: Language and Literacy Concentration (21 Hours)

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7261 Language and Literacy Engagement through Writing

READ 7262 Trends and Issues in Language and Literacy Education

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7267 Diversity and Equity in Children's and Young Adult Literature

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7201 Teacher as Language and Literacy Leader

READ 6705 Comprehensive Final Exam for M.Ed. in Reading Instruction

Area II: Research (3 Hours)

EDRS 6301 Introduction to Research in the Human Sciences

Area III: Area of Specialization (6 hours)

Choose two of the following courses from Option 1 (ESOL) and/or Option 2 (Dyslexia).

Option 1: English to Speakers of Other Languages (ESOL)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

Option 2: Dyslexia

SLPA 7720 Language Disorders and Literacy

SPED 6500 Dyslexia: Methods and Instructional Strategies

Total Program: (30 Hours)

Program Notes:

1. Reading Endorsement courses [Preferred course sequence: (1) READ 7271, (2) READ 7263, and (3) READ 7201].

2. ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241).

3. Dyslexia Endorsement courses (READ 7263, SLPA 7720, and SPED 6500).

4. READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data.

5. Enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

6. All candidates should apply for graduation during the semester preceding the one they plan to graduate.

7. All candidates must register for READ 6705 and take and pass a selected-response comprehension exam during their last semester in the program.

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.

Rationale* The Georgia Professional Standards Commission rules state that non-degree granting certification-only Tier I Educational Leadership programs may be taken only by those who already hold a master's degree. In compliance with this policy, we have removed all Tier I EDLE courses from our Program of Study, including Option 3 (Educational Leadership) in Area III (Area of Specialization).

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

M.Ed. in Reading Instruction

Plan of Study

30 Credit Hours

NEW



| Plan of Study | Credit Hours | Semester | Final Grade |
|---|--------------|----------|-------------|
| Area I: Language and Literacy Concentration (21 hours) | | | |
| READ 7271 ¹ : Theoretical and Pedagogical Approaches to Language and Literacy | 3 | | |
| READ 7263 ^{1, 3, 4} : Language and Literacy Assessments and Interventions | 3 | | |
| READ 7261: Language and Literacy Engagement through Writing | 3 | | |
| READ 7262: Trends and Issues in Language and Literacy Education | 3 | | |
| READ 7267: Diversity and Equity in Children's and Young Adult Literature | 3 | | |
| READ 7240 ^{2, 3} : TESOL: Literacy, Linguistics, and Second Language Acquisition | 3 | | |
| READ 7201 ^{1, 3} : Teacher as Language and Literacy Leader | 3 | | |
| READ 6705: Comprehensive Final Exam for M.Ed. in Reading Instruction | 0 | | |
| Area II: Research (3 hours) | | | |
| EDRS 6301: Introduction to Research in the Human Sciences | 3 | | |
| Area III: Area of Specialization (6 hours; ESOL or Dyslexia) | | | |
| Course 1 (<i>see options below</i>) | 3 | | |
| Course 2 (<i>see options below</i>) | 3 | | |

| Area III: Areas of Specialization | |
|---|--|
| Option 1: English to Speakers of Other Languages (ESOL) READ 7239 ² : TESOL: Cultural & Linguistic Diversity in the Classroom READ 7241 ^{2, 3} : TESOL: Methods, Materials, and Assessment | Option 2: Dyslexia SLPA 7720 ⁴ : Language Disorders & Literacy SPED 6500 ⁴ : Dyslexia: Methods & Instructional Strategies |

- ¹ Reading Endorsement courses [Preferred course sequence: (1) READ 7271, (2) READ 7263, and (3) READ 7201]
- ² ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241)
- ³ READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data.
- ⁴ Dyslexia Endorsement courses (READ 7263, SLPA 7720, and SPED 6500)
- All candidates must register for READ 6705 and take and pass a selected-response comprehension exam during their last semester in the program.

- Enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.
- All candidates should apply for graduation during the semester preceding the one they plan to graduate.

OLD

Reading Instruction, M.Ed.

Degree Requirements

Applicants must have a valid, level 4 or higher, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate; and must have at least three years of teaching experience. An M.Ed. in Reading Instruction can be achieved by completing a 30-hour program of study. The program consists of 21 hours in Language and Literacy Concentration (Area I), 3 hours in Research (Area II), and 6 hours in ESOL, Dyslexia, and/or Educational Leadership (Area III). Candidates must pass a comprehensive exam during their final semester in the program. Georgia educators must pass the GACE Content Assessment in Literacy Specialist to add the Literacy Specialist certification to their GaPSC teaching certificate.

Plan of Study

Area I: Language and Literacy Concentration (21 Hours)

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction
READ 7261 Language and Literacy Engagement through Writing
READ 7262 Trends and Issues in Language and Literacy Education
READ 7263 Comprehensive Language and Literacy Assessments and Interventions
READ 7267 Diversity and Equity in Children's and Young Adult Literature
READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition
READ 7201 Teacher as Language and Literacy Leader
READ 6705 Comprehensive Final Exam for M.Ed. in Reading Instruction

Area II: Research (3 Hours)

EDRS 6301 Introduction to Research in the Human Sciences

Area III: Area of Specialization (6 hours)

Choose two of the following courses from Option 1 (ESOL), Option 2 (Dyslexia), and/or Option 3 (Educational Leadership).

Option 1: English to Speakers of Other Languages (ESOL)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

Option 2: Dyslexia

SLPA 7720 Language Disorders and Literacy

SPED 6500 Dyslexia: Methods and Instructional Strategies

Option 3: Educational Leadership (does not lead to GaPSC Educational Leadership certification)

EDLE 6312 Principles of Instructional Leadership

EDLE 6316 School Law, Policy, and Ethics

EDLE 6327 Leadership for Student Learning

EDLE 6329 School Operations for Student Learning

EDLE 6341 Using Data to Improve the School

EDLE 7312 Schools and Community Engagement

Total Program: (30 Hours)

Program Notes:

1. Reading Endorsement courses [Preferred course sequence: (1) READ 7271, (2) READ 7263, and (3) READ 7201].
2. ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241).
3. Dyslexia Endorsement courses (READ 7263, SLPA 7720, and SPED 6500).
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5. Enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.
6. All candidates should apply for graduation during the semester preceding the one they plan to graduate.
7. All candidates must register for READ 6705 and take and pass a selected-response comprehension exam during their last semester in the program.

Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science

2025-2026 Graduate Revise Program Request

Introduction

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

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

If other, please identify.

Desired Effective Semester*

Summer

Desired Effective Year*

2025

Routing Information

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

School/ Department *

Department of Early Childhood through Secondary Education and Reading

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

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

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

Program Name

Program Description

Program ID - DO NOT EDIT* 4108

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED Ed.S. coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license) to be considered for admission into the program.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Online

Curriculum Information

Plan of Study

Professional Education: 9 Hours

ECED 8272 Teacher as Leader

**ECSE 8562 Using Data to Meet the Needs of
Diverse Learners**

**EDLE 7000 Principles of Instructional
Leadership**

Content Specialization: 9 Hours

**SEED 7266 Advanced Instructional Strategies
for the 21st Century Classroom**

[Right] or

**ECSE 7566 Advanced Instructional Strategies
for 21st Century**

[Right] or

**[After] Other approved advanced strategies or
pedagogy course in content area of
certification**

**TWO approved content or content pedagogy
courses**

Electives: 3 Hours

[Before] ONE approved elective, such as:

CURR 6575 Curriculum Trends and Issues

[Right] or

ECSE 7560 Contemporary Issues in Education

[Right] or

ECSE 7564 Content Area Literacy Instruct

[Right] or

MEDT 7461 Instructional Technology, Media, & Design

[Right] or

ECSE 7500 Diverse Classrooms in Global Society

[Right] or

EDLE 7100 School Law, Policy, and Ethics

[After] or other advisor approved elective

Research *: 6 Hours

SEED 8100 Reading and Research in Secondary Education

SEED 8200 Culminating Project SEED EdS

Total Program: 27 Hours

Program Notes

Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license).

Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.

No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.

There is no provisional admission to this program.

Content and content pedagogy courses must be taken in the area of concentration.

It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner.

Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

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


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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* The Educational Leadership Department revised their program and created new class numbers and our program needs to reflect that. We are also creating a new course SEED 8100 that will take the place of EDRS 6342, which will provide a greater focus on research literature and project preparation for students.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*


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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

**EDUCATION SPECIALIST
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____

ID#: _____

| PLAN OF STUDY | HRS | GR | SEMESTER PLANNED | SUB |
|---|------------|-----------|-------------------------|------------|
| Professional Education | 9 | | | |
| 1. ECED 8272 - Teacher as Leader | 3 | | | |
| 2. ECSE 8562 - Using Data to Meet the Needs of Diverse Learners | 3 | | | |
| 3. EDLE 7000 - Principles of Instructional Leadership | 3 | | | |
| Content Specialization | 9 | | | |
| 4. SEED 7266 - Advanced Instructional Strategies for the 21 st Century Classroom* OR ECSE 7566 - Advanced Instructional Strategies for the 21 st Century * OR other approved advanced strategies or pedagogy course in content area of certification | 3 | | | |
| 5. TWO approved content or content pedagogy courses | 3 | | | |
| | 3 | | | |
| Electives | 3 | | | |
| 6. ONE approved elective, such as CURR 6575 - Curriculum Trends and Issues or ECSE 7560 - Contemporary Issues in Education or ECSE 7564 - Content Area Literacy Instruction or MEDT 7461 Instructional Design or ECSE 7500 – Diverse Classrooms in Global Society or EDLE 7100 School Law, Policy, and Ethics, or _____ | 3 | | | |
| Research | 6 | | | |
| 7. SEED 8100 - Reading and Research in Secondary Education | 3 | | | |
| 8. SEED 8200 - Culminating Project for the SEED Ed.S. | 3 | | | |
| Total Program | 27 | | | |

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM COORDINATOR SIGNATURE: _____

DATE: _____

SEED - 8100 - Reading and Research in Secondary Education

2025-2026 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*

2025

Routing Information

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

School/ Department*

Department of Early Childhood through Secondary Education and Reading

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☐ Yes

☒ No

Is this a College of
Education course?*

☒ Yes

☐ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

SEED

Course Number * 8100

Course Title * Reading and Research in Secondary Education

Course Type *

Secondary Education

Catalog Course Description *

The purpose of this course is to review and apply literature in secondary education contexts. The course will prepare students to develop and carry out their practice-based investigative project or 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 [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* Our students need an additional semester to read and review literature in order to have appropriate background knowledge to develop and carry out a practice-based investigative project or professional development. We have found that an extra semester of support will result in better outcomes for students.

Student Learning Outcomes*

1. identify professional issues in secondary education,
2. review, interpret, and integrate research literature related to the focus issue,
3. utilize proper APA format to include citations, references, and figures and tables,
4. plan for data collection and analysis

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


Present or Projected Annual Enrollment* 100

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.

SEED 8100 – Reading and Research in Secondary Education

Description: The purpose of this course is to review and apply literature in secondary education contexts. The course will prepare students to develop and carry out their practice-based investigative project or professional development.

Credits: 3 hrs

Delivery Method: Fully Online

Student Learning Outcomes

1. identify professional issues in secondary education,
2. review, interpret, and integrate research literature related to the focus issue,
3. utilize proper APA format to include citations, references, and figures and tables,
4. plan for data collection and analysis

SPED - 7700 - Dyslexia: Advanced Methods and Instructional Strategies

2025-2026 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*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

Department of Special Education

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School

☐ Yes ☒ No

Is this a College of
Education course?*

☒ Yes ☐ No

Graduate School
rather than an
academic department?
*

Does this course
belong solely to the
Graduate School?*

☐ Yes ☒ No

Course Information

Course Prefix*

SPED

Course Number* 7700

Course Title* Dyslexia: Advanced Methods and Instructional Strategies

Course Type*

Special Education

Catalog Course Description* This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

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

Concurrent
Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

Grading*

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?* This course is being created to replace SPED 6500, which is a part of the Dyslexia Endorsement sequence. Currently, SPED 6500 is the only course in the Dyslexia Endorsement sequence that is a 6000-level course. This creates a barrier for Ed.S. students who may want to add the Dyslexia Endorsement as an elective because the current 6000 level course can not be applied to their program of study. To remove this barrier, the Special Education Department is creating this course as a 7000 level.

Student Learning Outcomes*

Students will:

1. Demonstrate the knowledge of and application of structured language and literacy teaching strategies for dyslexia and other literacy based difficulties, including explicit, systematic, multisensory and multimodal language-learning techniques. (Standards: CEC* 2, 3, 5; IDA** 1-2, 4; TAPS 1,2,3,4)
2. Evaluate, select, adapt, and develop materials for diverse reading profiles, including dyslexia for academic, functional, and social areas in grades K-12 based upon principles of best practice, research, and results of standardized and criterion referenced/curriculum-based assessment instruments, as well as other sources of pupil information. (Standards: CEC 1-5,7; IDA 1,3,5; TAPS 2,3,4,5,9)
3. Demonstrate knowledge of instructional strategies, curriculum, and materials in the areas of listening, oral language, written language, basic reading skill, and reading comprehension. (Standards: CEC 1-5; IDA 1,4; TAPS 1,2,3,4)
4. Demonstrate understanding of current research in the areas of reading assessment. (Standards: CEC 6; IDA 3; TAPS 1,5,6,9)
5. Identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process. (Standards: CEC 1, 5; IDA 4; TAPS 1,7,8,9)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding


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


Present or Projected Annual Enrollment* 50

Will this course have special fees or tuition required?* ☐ Yes
☒ 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.



Dyslexia: Advanced Methods and Instructional Strategies

SPED-7700

— Description

This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

Requisites

Prerequisites:

Corequisites:

Outcomes

Students will:

1. Demonstrate the knowledge of and application of structured language and literacy teaching strategies for dyslexia and other literacy based difficulties, including explicit, systematic, multisensory and multimodal language-learning techniques. (Standards: CEC* 2, 3, 5; IDA** 1-2, 4; TAPS 1,2,3,4)
2. Evaluate, select, adapt, and develop materials for diverse reading profiles, including dyslexia for academic, functional, and social areas in grades K-12 based upon principles of best practice, research, and results of standardized and criterion referenced/curriculum-based assessment instruments, as well as other sources of pupil information. (Standards: CEC 1-5,7; IDA 1,3,5; TAPS 2,3,4,5,9)

3. Demonstrate knowledge of instructional strategies, curriculum, and materials in the areas of listening, oral language, written language, basic reading skill, and reading comprehension. (Standards: CEC 1-5; IDA 1,4; TAPS 1,2,3,4)
4. Demonstrate understanding of current research in the areas of reading assessment. (Standards: CEC 6; IDA 3; TAPS 1,5,6,9)
5. Identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process. (Standards: CEC 1, 5; IDA 4; TAPS 1,7,8,9)

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

Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

2025-2026 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*

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

If other, please identify. Eliminate application requirement: Letters of recommendation

Desired Effective Semester*

Spring

Desired Effective Year*

2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department *

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 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

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

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

Program Name

Program Description

Program ID - DO NOT EDIT* 4115

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Science

Program Description* The Master of Science with a major in Sport Management aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making. While the program prepares students to serve in a variety of sectors, students will focus specifically on two emerging areas in the discipline: Intercollegiate Athletics Administration and Sport Analytics.

The concentration in Intercollegiate Athletics Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies.

Learning Objectives:

At the conclusion of the program, students who have successfully passed and actively engaged in the coursework will:

- Identify and apply key concepts in the core areas of sport management including management, sales,

marketing, communication, sport law, risk management, and finance.

- Demonstrate the ability to use research to address the social, political, and human development issues

associated with sport participation and administration.

- Demonstrate proficiency in professional writing and presenting information to an audience of stakeholders.

- Use critical thinking and analytical reasoning skills to collect, analyze, and evaluate data to develop strategies

and solve complex problems in the sport industry.

Admission criteria include the following:

Graduate application

Statement of Purpose

Resume/CV

Official university transcripts from all institutions attended

An undergraduate GPA of 2.7 or higher

For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required**

**The (IBT) TOEFL is required and cannot be replaced for any length of time in the field or other standardized test. Test scores older than two years will not be accepted. International students who have earned a bachelor's degree from a U.S. institution or from an institution in an English-speaking country are not required to take the TOEFL.

Application Deadline:

Fall: July 1

Spring: November 15th

Summer: April 15th

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Online

Curriculum Information

Required Core Courses: 21 Hours

SPMG 6001 Social Issues in Sport
SPMG 6102 Revenue Generation in Sport
SPMG 6110 Sport Law
SPMG 6120 Strat. Management Sport Organization
SPMG 6130 Research & Assessment in Sport
SPMG 6140 Strategic Sales & Marketing
SPMG 6150 Applied Communication & Technology in Sport

Electives: 12 Hours

Intercollegiate Athletics Administration Electives

SPMG 6200 Intercollegiate Athletics Management
SPMG 6210 Student Athlete Development
SPMG 6220 Compliance and Eligibility
SPMG 6230 Advanced Event Management & Operations

Sport Analytics Electives

SPMG 6300 Intro to Sport Analytics
SPMG 6310 Big Data & Stat Analysis Sport
SPMG 6320 Analytics in Sport Business
SPMG 6330 Applied Network Analysis Sport

General Electives

SPMG 7685 Special Topics in Sport Management

Experiential Learning Courses: 3 Hours

SPMG 7100 Sport Management Research
SPMG 7110 Sport Management Capstone

Total Program: 36 Hours

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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* Eliminate recommendation letters from the application process.
Rationale: We aim to streamline the application process to make it more efficient for both applicants and the admissions team. The majority of our prospective students consistently meet all the requirements, and we have found that additional layers of support are not required for making informed admissions decisions. By simplifying the process, we can reduce unnecessary steps while maintaining the integrity and thoroughness of our evaluations, allowing us to focus on assessing the most critical aspects of each application.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

Master of Music with a Concentration in Music Performance, M.M.

2025-2026 Graduate Revise Program Request

Introduction

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

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

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 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

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

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

Program Name

Program Description

Program Name * Master of Music with a Concentration in Music Performance, M.M.

Program ID - DO NOT EDIT* 4063

Program Code - DO NOT EDIT

Program Type*

Master's

Degree Type*

Master of Music

Program Description* The Master of Music in Performance is intended for those individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education.

Status*

☒

Active-Visible

☐

Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Program Requirements

Required Courses

MUSC 6083 Research Methods and Materials
MUSC 6210 Music History and Literature
MUSC 6220 Music Theory
MUSC 6800 Graduate Recital

8 Hours from:

MUSC 6600A Principal Applied: Piano
MUSC 6600B Principal Applied: Organ
MUSC 6600C Principal Applied: Voice
MUSC 6600D Principal Applied: Strings
MUSC 6600E Principal Applied: Guitar
MUSC 6600F Principal Applied: Flute
MUSC 6600G Principal Applied: Oboe
MUSC 6600I Principal Applied: Clarinet
MUSC 6600J Principal Applied: Bassoon
MUSC 6600K Principal Applied: Saxophone
MUSC 6600L Principal Applied: Horn
MUSC 6600M Principal Applied: Trumpet
MUSC 6600N Principal Applied: Trombone
MUSC 6600O Principal Applied: Euphonium
MUSC 6600P Principal Applied: Tuba
MUSC 6600Q Principal Applied: Percussion

2 Hours from:

MUSC 5700 Wind Ensemble
MUSC 5710 Symphony Band
MUSC 5720 Marching Band
MUSC 5740 Chamber Winds
MUSC 5750 Concert Choir
MUSC 5760 Chamber Singers
MUSC 5770 Opera Workshop
MUSC 5800A Small Ensemble/Keyboard Ensembl
MUSC 5800B Small Ensemble/Musicians

MUSC 5800B Small Ens:Collegium Musicum
MUSC 5800C Small Ensemble:Guitar Ensemble

MUSC 5800D Small Ensemble:Flute Choir
MUSC 5800E Small Ensemble:Clarinet Choir
MUSC 5800F Small Ens:Saxophone Choir
MUSC 5800G Small Ens:Woodwind Ensemble
MUSC 5800I Small Ensemble: Horn Choir
MUSC 5800J Small Ensemble:Trumpet Choir
MUSC 5800K Small Ensemble:Trombone Choir
MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble
MUSC 5800M Small Ensemble:Brass Ensemble
MUSC 5800N Small Ens:Percussion Ensemble
MUSC 5800O Small Ensemble:Jazz Combo
MUSC 5800P Small Ensemble: Basketball Band
MUSC 5800Q Small Ensemble

Electives in Supportive Graduate Music Courses: 7 Hours

Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, and pedagogy.

Total Program: 30 Hours

Graduate Recital

The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

Ensemble Requirements

Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area.

Approved Electives

All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the Head of Graduate Studies. Students may elect to take courses related to

and/or the Head of Graduate Studies. Students may elect to take courses related to their major area of study or other approved supportive courses.

Repeating Courses

Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic.

Application for Graduation and The Faculty Committee

The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Before the student applies for graduation, the student should select a committee of graduate music faculty in consultation with the Head of Graduate Studies. The committee must consist of three graduate faculty members, including the student's major professor and two additional graduate faculty members who have worked with the student during his or her program of study.

Comprehensive Final Examination

A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study.

One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of the committee.

Selections performed on the graduate recital by candidates for the Master of Music in Performance serve as the basis for answering general and specific questions at the final comprehensive oral examination. Candidates should be prepared to demonstrate extensive knowledge-historical, theoretical, stylistic, and pedagogical-of all works and styles performed on the graduate recital. Students are required to provide scores, and per committee request, may be required to submit analyses prior to their comprehensive final oral examination.

Graduate Assistantships

Graduate Assistantships, Graduate Research Assistantships, and Graduate Teaching Assistantships in Music may be available on a competitive basis to qualified residential graduate students.

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* Most doctoral programs in music do not require the completion of a master's thesis for admission. Although one may argue that any removal of a thesis option is a "significant departure" for a program, historically fewer than 5% of UWG MM completers have chosen the thesis option and multiple UWG MM holders have completed doctoral work without a UWG thesis. The music program believes removing the thesis option will help it better align its musical expertise and resources to student music learning overall; for these reasons, the music program requests the deletion of the thesis option from its MM program.

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

SACSCOC Substantive Change

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


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC
Master of Music
Concentration: Music Performance

Student name, ID number, Date: _____

MASTER OF MUSIC CORE

| CREDITS | COURSE TITLE | TERM | GRADE |
|---------|--|------|-------|
| 3 | MUSC 6083 Research Methods & Materials | | |
| 3 | MUSC 6210 Music History & Literature | | |
| 3 | MUSC 6220 Music Theory | | |

MUSIC PERFORMANCE CONCENTRATION REQUIRED COURSES

| CREDITS | COURSE TITLE(S) | TERM(S) | GRADE(S) |
|---------|--|---------|----------|
| 9 | MUSC 6600 Principal Applied | | |
| 2 | ENSEMBLES: MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop, MUSC 58xx Small Ensembles | | |
| 3 | MUSC 6800 Graduate Recital | | |

7 hours of MUSIC PERFORMANCE CONCENTRATION ELECTIVES*

| CREDITS | COURSE TITLE(S) | TERM(S) | GRADE(S) |
|---------|-----------------|---------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, and pedagogy. These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Electives subject to the approval of the head of graduate studies in music.

Rev. 10/31/2016, reorganized Fall 2023

Sociology MA

2025-2026 Graduate Delete Program Request

General Information

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

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

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

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

Desired Effective
Semester *

Fall

Desired Effective Year *

2024

What would you like
to do? *

☒ Deactivate Existing Program

☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

School of Social Sciences

Is this a School of
Nursing or School of

☐ Yes

☒ No

279 Is this a College of
Education Program? *

☐ Yes

☒ No

Program Information

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

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Sociology MA

Program Type*

Degree Type*

Program Description* The Master of Arts degree in Sociology prepares students for advanced graduate studies in the social sciences and for professional careers in a variety of settings including federal, state, and local government agencies; not-for-profit organizations, community service groups; market research firms; and social service organizations. Coursework incorporates classical and contemporary theoretical perspectives, analysis of cutting edge empirical research, and training in quantitative and qualitative research methodologies. Students can take coursework and specialize in the following areas: community development, social inequality, social psychology, health, urban sociology, environment, comparative sociology, sociology of family, sociology of religion, and social movements.

Admission

The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have:

- A minimum undergraduate GPA of 3.0
- A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree
- Three letters of recommendation
- A current resume or curriculum vitae

Applicants may be admitted provisionally and considered for regular admission.

To apply or to learn additional information about the application process, please contact the Sociology Program: <http://www.westga.edu/sociology>.

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

Students accepted into the program may choose between three tracks: Thesis, Applied, and Mid Career. Under either plan, students must complete a minimum of 30 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements

Thesis

Applied

Mid-Career

Core Courses

9 hours

9 hours

9 hours

Elective Courses

15 hours

12 hours

15 hours

Thesis Preparation

3 hours

N/A

N/A

N/A

Thesis

3 hours

N/A

N/A

Internship

N/A

3 hours

N/A

Additional Research Methods

N/A

3 hours

3 hours

Total Hours

30 hours

30 hours

30 hours

Final Project

Thesis

Internship Project

Applied Project

Learning Outcomes

Upon completion of this degree program, students will be able to:

Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality

Demonstrate a mastery of sociological theories

Demonstrate a mastery of methodological approaches within sociology

Demonstrate a mastery of the diversity in society

Program Location*

Carrollton

Status*



Active-Visible



Inactive-Hidden

Program Requirements

Core Courses: 9 hours

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

SOCI 6305 Advanced Sociological Theory
[Right] (or another 6000-level theory course approved
by the program's head of Graduate Studies)

SOCI 6013 Social Research
[Right] (or)

SOCI 6613 Qualitative Research
[Left] *

SOCI 6003 Advanced Statistics for Sociology
[Right] (or another graduate level statistics course
approved by the program's Head of Graduate
Studies)

[After] *Students who have not taken an
undergraduate statistics course in sociology
must enroll in SOCI 5053 prior to enrolling in
SOCI 6003.

Thesis Track

Under the Thesis Track, students must also complete three hours of Thesis Preparation and three hours of thesis work. A thesis is required under this track.

SOCI 6882 Thesis Preparation
SOCI 6999 Thesis

Electives: 15 hours

Applied Track

Under the Applied Track, students must complete three credit hours of additional research methods coursework and three credit hours of Internship, and three credit hours of Applied Project..

Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

SOCI 6286 Internship

SOCI 6986 Applied Project

[After] (and)

SOCI 5015 Analyzing and Visualizing Data

[After] (or)

SOCI 6275 Planning and Evaluation

[After] (or)

SOCI 6613 Qualitative Research

[After] (or)

SOCI 6660 Institutional Ethnography

[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies.

Electives: 12 hours

Mid-Career Track

The Mid-Career Track is available to students who are employed in a setting comparable to where a Sociology MA student would do an internship. Students should consult with the Head of Graduate Studies to determine if they are eligible. Under the Mid-Career Track, students must register for three credit hours of additional research methods coursework and three credit hours of Applied Project.

Students opting for the Mid-Career track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their employment site.

SOCI 6986 Applied Project

[After] (and)

SOCI 5015 Analyzing and Visualizing Data

[After]

(or)

SOCI 6660 Institutional Ethnography

[After] (or)

SOCI 6613 Qualitative Research

[After] (or)

SOCI 6275 Planning and Evaluation

[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with aproval from the Head of Graduate studies.

Electives: 15 hours

Justification and Assessment


Rationale* The provost deactivated this program in March 2024 (please see attached letter) and admissions were stopped at that time. All students in the program have been informed of this change and the teach out plan (please see attached) is being enacted.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS


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


1.) Teach Out Plan

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

Teach Out Plan ☒ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

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.

March 8, 2024

Dr. Gagnon
Dean of the College of Arts, Culture, and Scientific Inquiry

RE: Program Deactivation – MA Sociology

Dr. Gagnon,

When a new academic program is proposed within the University System of Georgia, enrollment and graduation projections are presented to define the need for the program. Thereafter, institutions are required to regularly monitor these metrics to ensure programs continue to meet ever-changing needs for their service region. Additionally, the USG establishes minimum thresholds for three-year rolling averages for enrollment and graduation.

While I commend the faculty for their work in developing and implementing this program, based upon longitudinal measures of viability, the MA in Sociology program does not meet USG standards for viability and must be deactivated.

Please work with the program's faculty to advise current students and fully support them to complete their degrees. Teach-out or transfer plans must be developed for each student. Please reduce course offerings to only those required to allow students to complete their degrees as quickly as possible. Based upon course reductions because of this program deactivation, redirect faculty workloads to other teaching, service, and scholarship needs.

Please also work with the Graduate School to halt admission in the program effective immediately, notifying any student that has been admitted but not taken classes, and refund any application fees.

This needed change will help position UWG for growth and student-focused service in other areas, and I appreciate your leadership during this time of transition.

Sincerely,



Jon A Preston
Provost and Senior Vice President of Academic Affairs

cc: Dr. Brendan Kelly
Dr. Clint Samples
Dr. Matt Varga

Teach-Out Plan for the Deactivation of the Masters of Arts in Sociology

The Masters of Arts in Sociology was deactivated in Spring 2024. Beginning in Spring 2024, students can no longer apply or be admitted into the program.

Current students have been notified of the decision to close the program through advising sessions, an email, and an update to the program's website.

We request that all Sociology graduate courses remain in the catalog to allow students to continue taking elective courses while enrolled in other graduate programs at UWG. There are Sociology electives in the post-baccalaureate certificate in Data Analysis & Evaluation Methods.

An Argos report run by the UWG Graduate School in March 2024 indicates that 9 students are currently in the program. Their progress through the program is described in the following table:

| Number of Credit Hours Earned* | Number of Students |
|--------------------------------|--------------------|
| 0-6 hours completed | 1 |
| 7-12 hours completed | 1 |
| 13-24 hours completed | 2 |
| 25+ hours completed | 5 |

* The number of credit hours earned includes credits from coursework taken in Spring 2024. A student's number of earned credit hours may fluctuate based on factors such as grades received in Spring 2024, completion of courses previously assigned as "incomplete," etc. This number may also reflect coursework taken for post-baccalaureate certificates or other graduate degrees.

In Spring 2024, 4 students were enrolled in 9 credit hours, 4 students were enrolled in 6 credit hours, and 1 student was enrolled in 0 credit hours. Two students have applied to graduate in May 2024.

All remaining students will be enabled to complete the degree program during the teach-out period. The head of graduate studies will advise each student and a plan will be developed for their remaining coursework.

| Current Required Courses | Substitution Courses |
|--|---|
| SOCI 6305: Advanced Sociological Theory | All students in the program who need this course are enrolled in Spring 2024 |
| SOCI 6013: Social Research | SOCI 6613: Qualitative Research |
| SOCI 6003: Advanced Statistics for Sociology | POLS 6202: Research Methods for Public Administration* |
| Additional Research Methods course for applied and mid-career tracks | Students will select one course from options including: GEOG 5551: Intro to GIS & Mapping Science GEOG 5553: Geographic Information Systems POLS 6204: Public Policy Analysis & Program Evaluation |

| | |
|--------------------------------------|--|
| | EDRS 6301: Intro to Research in the Human Sciences |
| Thesis Track: SOCI 6882 & SOCI 6999 | No substitution is required. These courses have always been offered as independent studies with the student's thesis chair. We will continue to do this during the teach-out period. |
| Applied Track: SOCI 6286 & SOCI 6986 | No substitution is required. These courses have always been offered as independent studies with the student's thesis chair. We will continue to do this during the teach-out period. |

* We have communicated with the director of the MPA program regarding using POLS 6202 as a substitution course.

| Student Name | Hours per Semester | Credit Hours | Plan |
|----------------------|--------------------|--------------|--|
| Adetola Ajayi | 9 | 18 | Adetola has selected the Applied Track (although this is contingent on her finding an internship that will allow her to work remotely. Fall 2024 courses: SOCI 6613, SOCI 6286, independent study with Dr. Kazeem* Spring 2025 courses: POLS 6202, SOCI 6986, and one elective |
| Hollis (Clarke) Hill | NA | 34 | Clarke needs to complete her incomplete in SOCI 6982 and finish and defend her thesis. She does not have any coursework left to take. She has applied to graduate in May 2024. |
| Juliette Hopkins | 9 | 36 | Juliette has applied to graduate in May 2024 and is on track for graduation. |
| Alyvia McKinley | 6 | | Summer 2024 courses: one elective Fall 2024 courses: SOCI 6613, SOCI 5300 Spring 2025 courses: POLS 6202, one elective Fall 2025 courses: one elective+, either SOCI 6882 or SOCI 6286 depending on track Spring 2026 courses: one elective+ and SOCI 6999 or SOCI 6986 depending on track |
| Madison Meherg | 6 | 33 | Madison needs to complete the Thesis Track and take one Sociology elective. Fall 2024 courses: SOCI 5300, SOCI 6882 |
| April Moody-Buck | NA | 37 | April needs to select a Track and then complete the requirements for that track. |
| Ariana Redic | 3 or 6 | 6 | Fall 2024 courses: SOCI 6613, SOCI 5300 |

| | | | |
|----------------|---|----|---|
| | | | Spring 2025 courses: POLS 6202, one elective Summer 2025: one elective+ and additional methods course for Applied Track Fall 2025: either SOCI 6999 or SOCI 6986 depending on track, one elective+ Spring 2026: SOCI 6999 or SOCI 6986 depending on track, one elective+ |
| Riley Smith | 6 | 30 | Riley needs to finish her thesis and take one elective. She anticipates graduating in Fall 2024. Fall 2024 courses: SOCI 6999 and one elective |
| Patiana Thomas | 9 | 18 | Patiana has selected the Thesis Track. Fall 2024 courses: SOCI 6613, SOCI 6882, and independent study with Dr. Parsons on race* Spring 2025 courses: POLS 6202, SOCI 6999, and one elective |

* These independent studies were arranged by the students and the faculty before we were informed of the deactivation of the Sociology MA program. They are completely voluntary on the part of the faculty. If the faculty were to choose not to offer this independent study, another elective is available to the students on the Fall 2024 schedule.

+These electives will need to be 5000-level courses that are cross-listed with 4000-level sections, relevant courses from outside the Sociology program, or independent studies offered by faculty. There will be ≤ 2 MA students remaining.