

Memorandum

To: General Faculty

Date: October 12, 2022

Regarding: Faculty Senate Agenda for October 14, 2022 in Roy Richards Hall 102

1. Call to Order

2. Roll Call

3. Minutes

A) The September 9, 2022 Faculty Senate Meeting Minutes were approved electronically on September 16, 2022.

4. Administrator Reports

A) Report from the President.

B) Report from Provost Preston.

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

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

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

a) [Certificate in Latin American, Caribbean, and Latinx Studies](#)

Request: Add

2) Department of Natural Sciences

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

Request: Modify

- b) [PHYS 4411 Scientific Communication](#)

Request: Add

B) School of Communication, Film, and Media

- 1) [Film & Video Production, B.S.](#)

Request: Modify

- 2) [Mass Communications, B.S.](#)

Request: Modify

C) University College

- 1) Center for Interdisciplinary Studies

- a) [Interdisciplinary Pathway in Materials Science](#)

Request: Add

Information Item:

A) University College

- 1) Center for Interdisciplinary Studies

- a) [XIDS 2001 WDYKA Puerto Rico](#)

UPC reviewed the proposal for a new XIDS 2001 topic WDYKA Puerto Rico.

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items (Addendum II):

A) College of Arts, Culture, and Scientific Inquiry

- 1) Department of Natural Sciences

- a) [PHYS 5411 Scientific Communication](#)

Request: Add

B) University College

- 1) Department of Civic Engagement and Public Service

- a) [CRIM 6284 Graduate Capstone](#)

Request: Add

C) Richards College of Business

- 1) Department of Economics

- a) [Master of Science in Applied Business Analytics](#)

Request: Add

- b) [ECON 5208 Business Analytics Programming](#)

Request: Add

- c) [ECON 5408 Advanced Visual Analytics](#)

Request: Add

- d) [ECON 5415 Healthcare Analytics](#)

Request: Add

- e) [ECON 6415 Healthcare Economics](#)

Request: Add

- f) [ECON 6428 Retail Analytics](#)

Request: Add

- g) [ECON 6460 Economics of Sports](#)

Request: Add

2) Department of Management

- a) [Master of Science in Strategic Cybersecurity and Information Management](#)

Request: Add

- b) [CISM 6410 Information Asset Protection and Risk Management](#)

Request: Add

- c) [CISM 6420 Defensive and Offensive Security](#)

Request: Add

- d) [CISM 6430 Cryptography, Identity and Access Management](#)

Request: Add

- e) [CISM 6440 Cybersecurity and Cloud Computing](#)

Request: Add

- f) [CISM 6450 IoT Security and Analytics](#)

Request: Add

- g) [CISM 6460 Security Planning and Systems Development](#)

Request: Add

- h) [CISM 6470 Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: Add

- i) [CISM 6480 Special Research Topic in Management Information Systems](#)

Request: Add

D) Graduate Catalog 2022- 2023

- 1) WolfWatch Policy ([Addendum III](#))
Request: Add
- 2) Disclaimer Policy ([Addendum IV](#))
Request: Add
- 3) Course Repeat Policy ([Addendum V](#))
Request: Modify
- 4) Statement of Competitive Admissions/Right of Refusal Policy ([Addendum VI](#))
Request: Add
- 5) Reinstatement Procedures ([Addendum VII](#))
Request: Modify
- 6) Graduate Admission Classification-Provisional Degree ([Addendum VIII](#))
Request: Modify
- 7) Admission Appeals ([Addendum IX](#))
Request: Modify
- 8) Transfer Credit ([Addendum X](#))
Request: Modify
- 9) Credit for Prior Learning or Work Experience ([Addendum XI](#))
Request: Add
- 10) Residency Requirement ([Addendum XII](#))
Request: Add
- 11) Requirements for Multiple Graduate Degrees ([Addendum XIII](#))
Request: Add

Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)

Action Item ([Addendum XIV](#)):

- A) Faculty Parking on Campus: Townsend Lot

Committee IX: Rules Committee (Jamie Brandenburg, Chair)

Information Items:

1. Proxy Amendment Update
2. Duplications in PolicyStat for Decommission
3. Policies and Procedure for Review and Comment
4. Amanda Shoemake will serve as Chair of the Rules Committee for the 2023-2024 Academic Year.

6. Old Business
7. New Business
8. Announcements
9. Adjourn

Addendum I

Certificate in Latin American, Caribbean, and Latinx Studies

2023-2024 Undergraduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

- 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 English, Film, Language, and Performing Arts

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

Yes

No

Is this a College of Education 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 in Latin American, Caribbean, and Latinx Studies

Degree Type*

Certificate

Program Description*

The Stand-alone certificate in Latin American, Caribbean and Latinx studies offers UWG students from any degree program the opportunity to learn about the diverse cultures and languages of this geographic region. The certificate also gives our Latin American, Latinx and Caribbean students the opportunity to see their languages and cultures reflected in our curriculum and signals that their heritage is worthy of academic study. Students will take an Intro to Latin American, Caribbean, and Latinx Studies XIDS course; complete through 1002 in an approved language (French, Haitian Creole*, Portuguese, Spanish); and choose from an multidisciplinary selection of courses for a total of 15 credit hours.

Program Location*

Carrollton

Online

Status*

Active-Visible

Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face

Online Only

Hybrid

Curriculum Information

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

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

Type of Program*

Program

Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

For new courses going through a 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.

Foundational language and culture courses (6 credit hours)

Students must take 6 credit hours in FREN/SPAN 1001-1002 or other approved language (Portuguese, Haitian Creole). A minimum of 1002 is required in at least one of these languages. Initial course depends on language placement. Courses at lower levels may be purchased through the ILC credit by exam process.

FREN 1001 Elementary French I
FREN 1002 Elementary French II
FREN 1001C Elementary French I - Block
FREN 1002C Elementary French II - Block
FREN 2001 Intermediate French I
FREN 2002 Intermediate French II
SPAN 1001 Elementary Spanish I
SPAN 1002 Elementary Spanish II
SPAN 2001 Intermediate Spanish I
SPAN 2002 Intermediate Spanish II
SPAN 1001C Elementary Spanish I - Block
SPAN 1002C Elementary Spanish II - Block
SPAN 2001B Intermediate Spanish I-Block
SPAN 2002B Intermediate Spanish II-Block

Intro. to Latin American, Caribbean, and Latinx Studies (3 credit hours)

This course is required for the Certificate in Latin American, Caribbean, and Latinx Studies.

XIDS 2100 Special Topics
[After] (Must select topic of Intro to Latin American, Caribbean, and Latinx Studies)

Approved upper-level elective courses (6 credit hours)

Program Coordinator will approve upper-level options from other disciplines in consultation with International Languages and Cultures faculty. The upper-level electives may be taken at any point in the certificate.

ANTH 4144 Peoples and Cultures of Latin America
ANTH 4146 Latin@s in the United States
FREN 4310 (Special approved topics)
HIST 3326 Colonial Latin America
HIST 3327 Latin America Since Independence

HIST 4301 Latin American Women
HIST 4303 History of the Caribbean

HIST 4422 U.S. and Latin American Relations

HONR 4385 Special Topics

[After] (Must select topic of The Golden Age of Piracy)

SPAN 4003 Latin-American Novel

SPAN 4006 Latin-American Poetry

SPAN 4007 Latin-American Short Story

**SPAN 4013 Latin American Culture and
Civilization**

**SPAN 4205 Hispanic Literature and Culture in
Context**

SPAN 4785 (Special approved topics)

Justification and Assessment

Rationale* According to data from the U. S. Census Bureau, the Hispanic/Latino population of Carroll County has grown from 2. 1% in 2000 to 8% in 2022 and UWG “feeder counties” in Georgia show similar increases. Enrollment trends at the university reflect this shift, since students identifying as Hispanic or Latino make up 7. 7% of the student population, increasing from 3. 9% in Fall 2011 to 5. 1% in Fall 2016. Hispanic/Latinx and Asian students are the only two ethnic/racial groups where the system saw increased enrollment (Hispanic enrollment in the USG has grown by 3. 4%). Our proposal for a stand alone certificate in Latin American, Caribbean and Latinx studies offers all UWG students the opportunity to learn about the diverse cultures and languages of this geographic region. This certificate also gives our Latin American, Latinx and Caribbean students the opportunity to see their languages and cultures reflected in our curriculum signaling that their heritage is worthy of academic study. Moreover, this certificate aligns with broader trends in Caribbean studies that position the American South within this cultural and historical framework featuring the Caribbean presence in Georgia and the Southeast. Additionally, this certificate responds to county demographics where the number of people speaking a language other than English at home has risen in Carroll County from 4. 8% in 2000 to 7. 0% in 2020. More broadly speaking, recent census and American Community data show that the percentage of Georgians speaking a language other than English at home increased from 13.1% in 2010 to 14. 4% in 2019. The Latin American, Caribbean and Latinx Studies Certificate responds to changing demographics and complements any degree program. This certificate positions UWG students as culturally sensitive and linguistically aware as they enter into an increasingly multicultural and multilingual workplace. The Latin American studies minor at UWG has been dormant for quite some time. It is our hope that a certificate option would be attractive to students interested in this area of study but who do not have time in their schedule for a minor. By offering a Latin American, Caribbean and Latinx studies certificate, UWG will join the ranks of other USG institutions who have recognized the need and desire to offer certificates in this area (Georgia Tech, Columbus State, Georgia College, Valdosta, Georgia Gwinnett College). As the certificate gains momentum, it could also be a recruitment tool to revitalize the Latin American studies minor (similar to the programs at Kennesaw and Georgia State) and could potentially develop into a Latin American Institute or Center similar to offerings at UGA and Georgia State. In all stages of the process, the stand alone certificate in Latin American, Caribbean and Latinx Studies affords UWG students meaningful engagement with the languages and cultures of a significant portion of the world that will benefit them in their post-graduate pursuits. This certificate relies on staffing and expertise already present at UWG and does not require additional personnel. The XIDS Introduction to Latin American, Caribbean and Latinx studies course will be offered every Fall semester.

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

1. Identify key historical influences affecting Latinx and/or Caribbean people living in the US or elsewhere outside of the geographic boundaries of Latin America and the Caribbean.
2. Identify some of the most important current circumstances of Latinx and/or Caribbean people living in the US or elsewhere outside of the geographic boundaries of Latin America and the Caribbean.
3. Synthesize the hemispheric and global connections between Latin America, the Caribbean and Latinx people and other places and peoples.

SACSCOC Substantive Change


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

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

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.

Geography, B.S.

2024-2024 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester *

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*

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.

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

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

Program Name
Program Description

Program Name* Geography, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Learning Outcomes
Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments

Demonstrate competence in acquiring, evaluating, and analyzing geographic data

Demonstrate in-depth knowledge of a specific geographical question

Demonstrate an ability to analyze data geographically

Demonstrate an ability to construct and present an argument based on evidence

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

Core: 60 Hours

Core Areas A-E: 42 Hours

Core Curriculum

Area A must have MATH 1113 or higher

Area D must have Option II

Area F: 18 Hours (*: If not taken in Core Areas A-E)

GEOG 1013 World Geography

[Right] *

GEOG 2083 Introduction to Geographical Analysis

[Right] *

GEOG 2553 Introduction to GIS and Mapping Sciences

[Right] *

MATH 1401 Elementary Statistics

[Right]

[Right] (or)

MATH 1634 Calculus I

[Right] *

MATH credits from Areas A and D 1-2 Hours

1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS 6-8 Hours

Major: 60 Hours

All majors complete both the Geography Core and one of three concentrations: General Geography, Environmental Sustainability, or Geographic Information Science. (Students in the GIS concentration cannot minor in GIS.)

Geography Core: 16 Hours

All majors must complete the following courses, including 3 hours of GEOG 4083.

GEOG 3643 Urban Geography
GEOG 3800 Biogeography
GEOG 4553 Geographic Information System
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

General Geography Concentration: 44 Hours

Required Courses: 15 Hours

Select any 3000/4000 level GEOG courses.

3000/4000 Level Electives: 8 Hours

Select from any 3000/4000 level²¹ courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Environmental Sustainability: 44 Hours

Required Courses: 9-15 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)

GEOG 2202 Environmental Science
[Right] (if not taken in Area D or F)

GEOG 3405 Geographies of Sustainability
GEOG 4700 Global Environmental Change

Required Approved Courses: 9 Hours

3000/4000 level courses related to sustainability in any discipline approved by advisor.

3000/4000 Level Electives: 5 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 15-21 Hours

Geographic Information Science: 44 Hours

Required Courses: 8 Hours

**GEOG 3563 Remote Sensing and GIS
Integration**

GEOG 4554 Computer Cartography

Any Three of the Following: 12 Hours

**GEOG 4562 Airphoto Interpretation and
Photogrammetry**

**GEOG 4564 Contemporary Remote Sensing
Applications**

GEOG 4753 Contemporary GIS Applications

GEOG 4755 GIS Database Design

**GEOG 4757 Programming and Customization in
GIS**

GEOG 4893 Practicum in GIS

3000/4000 Level Electives: 3 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Major: 60 Hours

Total: 120 Hours

PROGRAM CURRICULUM


****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculumlog@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 Curriculumlog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The changes pertain to the courses required for the Environmental Sustainability concentration: 1) The change in 9 approved credit hours from "3000/4000 level GEOG courses" to "3000/4000 level courses related to sustainability in any discipline" makes the degree more interdisciplinary and makes the path to graduation easier for the student. This is something we do anyway, but here we are forced to use substitutions. 2) Getting rid of the internship in the required courses is based on the fact that there are not enough

internships in the Carrollton area, causing a significant hurdle for student unwilling/unable to travel to the ATL area. We are keeping the internship option as credit, but it is no longer required.

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 kgwaltney@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

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

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

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

PHYS - 4411 - Scientific Communication

2023-2024 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2023

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Department of Natural Sciences

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

Is this a College of Education course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix*

Course Number* 4411

Course Title* Scientific Communication

Long Course Title

Course Type*

Catalog Course Description* Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing Biol 4411, CHEM 4411, Geog 4411, Geol 4411, PHYS 4411

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*


Justification and Assessment

Rationale* This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT). This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience. +

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

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

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* 25

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.

SCIENTIFIC COMMUNICATION

CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

Instructor: Dr. Julie Talbot

Office: Boyd Building 215

Office Hours: M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment
Feel free to stop by any time my door is open. If I can't meet with you then, I'll be happy to arrange a time when we can meet.

Phone: (678) 839-4093

Email: jtalbot@westga.edu

Textbook: *Critical Thinking, Science, and Pseudoscience: Why We Can't Trust our Brains*, by Caleb W. Lack & Jacques Rousseau

Prerequisites: ENGL 1102 or equivalent

Course Description and Objectives: Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.

Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

Course Policy and Evaluation:

Attendance: The class will meet three days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements.

In-Class Discussions: This course will focus on communicating science both orally and in writing to a non-scientific audience. As such, class participation will be an essential part of the course grade. As part of this, you will write a short reflection paper that will be due at the beginning of the next class.

Reading Quizzes: The reading for this course will be essential. To encourage students to come to class prepared to participate in discussions, a reading quiz will be given almost every class.

Writing: You will write two pieces of persuasive writing. For each one, you will turn in a rough draft, which will be critiqued by your classmates and the instructor, and then be given an opportunity to re-write the paper for a larger part of the class grade.

Talks: Every student will give one talk on a scientific topic, aimed at an audience that is unfamiliar with that area of science.

Graduate Credit: For those students wishing to earn graduate credit for this course, they will be expected to choose one of the topics listed as a case study in the course schedule and act as the moderator for

Academic Honesty: While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

Extra Credit: If there is a lecture on a science-related topic, I may give extra credit for attendance at such an event. Otherwise, there will be no extra credit given to individual students.

Cell Phones: Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. If your cell phone does ring in class, I give one warning, and then take one percentage point off your final grade for every ring thereafter. Cell phones may NOT be used for any reason during tests, and must be turned off and put away during the test.

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

Incompletes: A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

University-Wide Policies: You are expected to be familiar with all of the information and requirements of university policy. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. All university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Evaluation:

(Undergraduate)		(Graduate)	
Reading Quizzes:	10%	Reading Quizzes:	10%
Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
Final Draft of first Paper:	10%	Rough Draft of first Paper:	5%
Scientific Talk	10%	Final Draft of first Paper:	10%
Rough Draft of second Paper:	10%	Scientific Talk	10%
Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
		Final Draft of second Paper:	25%

Final grades will be assigned according to the following scale:

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

Course Schedule

Week	Material Covered
1	The Hallmarks of Science – the Scientific Method
2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
4	Critical Thinking
5	Experimental Design
6	Evaluating Sources
	Rough Draft 1 due
7	Logic and Persuasion
8	Rhetorical Devices
	Final Paper 1 due
9	Use and Misuse of Data and Statistics
10	Case Study: Astrology
11	Talks
12	Case Study: Intelligent Design
13	Case Study: Vaccines
	Rough Draft 2 due
14	Case Study: The Age of the Universe
15	Case Study: Stereotypes
Exams	Final Paper due

Film & Video Production, B.S.

2024-2024 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester *

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*

School of Communication, Film and Media

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.

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

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

Program Name
Program Description

Program Name* Film & Video Production, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* This degree is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line.

It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

Learning Outcomes

Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.

Understand all phases and roles of film production in order to help formulate career goals.

Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

note that GFA 1000 and GFA 1040 are both 6 credit-hour classes

**COMM 1154 Introduction to Mass
Communications**

**[After] Foreign Language - 1000 or 2000 level 6 Credit
Hours**

**FILM 2080 Introduction to the Art of Film
[Right] (or)**

**FILM 2100 History and Theory of Film
GFA 1000 Introduction to Film & Television
Production
[Right] (or)
GFA 1040 Intro Film & TV Post-Prod**

Courses Specific for the Major

Required Courses: 33 Hours

**COMM 3305 Short-Form Screenwriting &
Analysis
COMM 3353 Fundamentals of Film & Video
Production
COMM 3356 Film and Culture
[Right] (or)**

GRMN 4200 Seminar in German Literature

[Right]

(or)

**GRMN 4230 Kafka and the Kafkaesque in
Literature and Film**

[Right] (or)

**GRMN 4240 Mystery and Horror in German
Literature and Film**

[Right] (or)

GRMN 4250 Contemporary German Cinema

[Right] (or)

FORL 3111 World Film

[Right] (or)

FORL 4485 Topics in National Film Traditions

[Right] (or)

ENGL 4109 Film as Literature

COMM 3366 The Business of Film

COMM 4405 Sound Design

COMM 4406 Cinematography

COMM 4407 Film & Video Editing

COMM 4408 Producing for Film & Video

**COMM 4409 Directing for Film & Video
Production**

COMM 4425 Documentary Production Practices

COMM 4452 Advanced Film & Video Production

Electives: 9-15 Hours

Must be 3000-4000 level COMM courses or approved courses from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the Dean/Designee of the School.

Complete 9 credit hours if minor = 18 credit hours

Complete 12 credit hours if minor = 15 credit hours

Complete 15 credit hours if GFA certification is chosen

MAX 24 credit hours of GFA can be applied to the degree

ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Dispute Resolution in Contemporary Organizations
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing
PHED 3640 History of Sport
PHED 3641 Psychology of Sport
PHIL 3160 Philosophy in Literature and Film
POLS 3102 Gender and Politics
POLS 3103 Media and Politics
POLS 4202 Interorganizational Behavior
POLS 4215 Management of Non-Profit Organizations
PSYC 3200 Introduction to Organizational Development
PSYC 3590 Sports Psychology
PSYC 3600 Psychology of Communication
PSYC 3730 Social Psychology
PSYC 4003 Statistics for the Social Sciences
PSYC 4090 Groups and Group Process
PSYC 4140 Psychology of Gender
PSYC 4190 Advanced Organizational Development
PSYC 4500 Explorations into Creativity
SOCI 3100 Sociology of Humor
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3943 American Class System
SOCI 4203 Women in American Society
SOCI 4323 Sociology of Race
SOCI 4373 Visual Sociology
SOCI 4623 Art, Media, Cultural Politics
SOCI 4693 Sports, Crime, and Society

SOCI 4700 Sociology of Emotions
SOCI 4916 Gender and Work
SPMG 3661 Sociology of Sport
SPMG 3665 Communication in Sport
SPMG 4665 Sport Marketing and Promotion
**GFA 2000 Film, Television & Digital
Entertainment Internship**
GFA 2010 Set Construction and Scenic Planning
GFA 2020 Lighting and Electric
GFA 2030 Grip and Rigging
GFA 2040 Post Production
**GFA 2050 Introduction to Special Makeup
Effects**
GFA 2060 Production Accounting
FORL 3111 World Film
GRMN 4200 Seminar in German Literature
**GRMN 4230 Kafka and the Kafkaesque in
Literature and Film**
**GRMN 4240 Mystery and Horror in German
Literature and Film**
GRMN 4250 Contemporary German Cinema

Minor or GFA Certification 12-18 Hours

GFA certification requires 12 additional hours

Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101 , ENGL 1102 , COMM 1110 , COMM 1154 , and COMM 3353.

Must complete a major declaration form.

A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA certification.

No more than 24 credit hours of GFA can be applied to the degree.

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 ⁴⁵list of courses available from Step 2.

Justification and Assessment

Rationale* Currently one of the Core Area F requirements is GFA 1000 (6 credit hours), which is the introductory course for Georgia Film Academy on-set classes. However, GFA has created two new pathways (video editing & audio editing) and these have a different introductory classes (GFA 1040), thus requiring students who wish to pursue either of these new pathways in lieu of a Minor to take an additional 6 credit-hour introductory class. The proposed modification is to require GFA 1000 OR GFA 1040: Introduction to Film & Television Post-Production in Core Area F.

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 kgwaltney@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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

4.) Curriculum Map Assessment

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

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

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

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

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

Mass Communications, B.S.

2024-2024 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester *

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*

School of Communication, Film and Media

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.

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

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

Program Name
Program Description

Program Name* Mass Communications, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Through sequenced study in Digital Media & Entertainment, Film & Video Production, Journalism, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - bluestone-Public Relations Firm, The West Georgian, WOLF Radio, and WUTV. Located approximately 45 miles west of Atlanta, the School also gives students the opportunity to regularly network and intern with mass media and public relations professionals in a top-10 media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with The West Georgian, WOLF Radio, and WUTV.

Digital Media & Entertainment engages students in courses that build knowledge and skills in traditional and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms in areas such as audio production, broadcasting, esports, live-streaming, music recording, podcasting, radio, social media, television, video, and other forms of digital entertainment and information. Students gain hands-on experience in classes throughout the curriculum, while also having the option of developing skills in student-operated media/experiential learning labs, such as WOLF Radio and WUTV.

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets, e.g., competitions, film festivals, online platforms, screenings, social media, etc.

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through bluestone-Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

Learning Outcomes

ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual

disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;

- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

Additionally, outstanding students pursuing this degree may apply to the Accelerated Bachelor's to Master's Degree Program, which offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Up to two courses taken as an undergraduate can be applied toward the Master's degree in Digital and Social Media Communication.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Core Area F: 18 Hours

COMM 1154 Introduction to Mass Communications

COMM 1110 Public Speaking

COMM 2254 Media Ethics

[After] Foreign Language - 1000 or 2000 level 6

[After] Humanities or Social Sciences Elective 3

Note that a course may satisfy prerequisite for a minor course if not required for minor.

Courses Specific for the Major: 42-45 Hours

Required Courses: 24 Hours

Journalism Concentration

COMM 3301 Fundamentals of Newswriting
[Before](and)

COMM 3303 Layout and Design

[Right] (or)

COMM 4403 Photojournalism

[After] (and)

**COMM 3352 Fundamentals of Television
Production**

[Before](and)

COMM 3302 Public Affairs Reporting

[Right] (or)

COMM 4402 Feature Writing

[After] (and)

COMM 4421N Practicum-The West Georgian

[Right] (or)

COMM 4421T Practicum - WUTV

[After] (and)

**COMM 4450 Advanced Media Writing and
Reporting**

COMM 4454 Media Law

[Right] (or)

**COMM 6654 Digital and Social Media
Communication Law**

**COMM 4484 Mass Communications Research
Methods**

[Right] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication**

Digital Media & Entertainment Concentration

**COMM 3305 Short-Form Screenwriting &
Analysis**

COMM 3350 Digital Media Industries

[Before](and)

COMM 3351 Radio & Audio Production

[Right] (or)

**COMM 3352 Fundamentals of Television
Production**

[After] (and)

**COMM 3355 Digital Media Programming &
Management**

[Before](and)

**COMM 4421R Practicum - The WOLF Internet
Radio**

[Right] (or)

COMM 4421T Practicum - WUTV

[After]

(and)

COMM 4454 Media Law

[Right] (or)

**COMM 6654 Digital and Social Media
Communication Law**

**COMM 4484 Mass Communications Research
Methods**

[Right] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication**

One (1) of the following:

COMM 3354 Digital Social Media & Society

COMM 3357 Diversity and Mass Media

**COMM 4455 Contemporary Issues in Mass
Communications**

Film & Video Production Concentration

**COMM 3305 Short-Form Screenwriting &
Analysis**

**COMM 3353 Fundamentals of Film & Video
Production**

COMM 3356 Film and Culture

[After] (and)

COMM 4425 Documentary Production Practices

[After] (or)

COMM 4426 Fiction Film Production

[After] (or)

COMM 4452 Advanced Film & Video Production

[After] (and)

COMM 4454 Media Law

[Right] (or)

**COMM 6654 Digital and Social Media
Communication Law**

**COMM 4484 Mass Communications Research
Methods**

[Right] (or)

**COMM 6684 Research Methods in Digital and
Social Media Communication**

Two (2) of the following:

COMM 4405 Sound Design
COMM 4406 Cinematography
COMM 4407 Film & Video Editing
COMM 4408 Producing for Film & Video
COMM 4409 Directing for Film & Video Production

Public Relations Concentration

COMM 3301 Fundamentals of Newswriting
COMM 3313 Public Relations Principles
COMM 4413 Public Relations Cases
COMM 4414 Public Relations Management
COMM 4444 Public Relations Campaigns
COMM 4451 Public Relations Writing
COMM 4454 Media Law
[Right] (or)
COMM 6654 Digital and Social Media Communication Law
COMM 4484 Mass Communications Research Methods
[Right] (or)
COMM 6684 Research Methods in Digital and Social Media Communication

Electives: 18-21 Hours

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the Dean/Designee of the School.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Students pursuing the Accelerated Bachelor's to Master's Pathway may begin earning credit toward an M.S. in Digital and Social Media Communication while completing their B.S. in Mass Communications by counting up to 6 hours for

While completing their B.S. in Mass Communications by counting up to 6 hours for both degrees.

Two of these options are required classes, with a third possible substitution being COMM 6600 - Digital and Social Media Communication Theories, which can replace COMM 4600 - Communication Theory as a major elective.

ABED 3100 Business Communication
ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Dispute Resolution in Contemporary Organizations
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing
PHED 3640 History of Sport
PHED 3641 Psychology of Sport
PHIL 3160 Philosophy in Literature and Film
POLS 3102 Gender and Politics
POLS 3103 Media and Politics
POLS 4202 Interorganizational Behavior
POLS 4215 Management of Non-Profit Organizations
PSYC 3200 Introduction to Organizational Development
PSYC 3590 Sports Psychology
PSYC 3600 Psychology of Communication
PSYC 3730 Social Psychology
PSYC 4003 Statistics for the Social Sciences
PSYC 4090 Groups and Group Process
PSYC 4140 Psychology of Gender
PSYC 4190 Advanced Organizational Development
PSYC 4500 Explorations into Creativity
SOCI 3100 Sociology of Humor
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender

SOCI 3003 Sociology of Gender

SOCI 3733 Social Psychology: The Sociological Tradition

SOCI 3943 American Class System

SOCI 4203 Women in American Society

SOCI 4323 Sociology of Race

SOCI 4373 Visual Sociology

SOCI 4623 Art, Media, Cultural Politics

SOCI 4693 Sports, Crime, and Society

SOCI 4700 Sociology of Emotions

SOCI 4916 Gender and Work

SPMG 3661 Sociology of Sport

SPMG 3665 Communication in Sport

SPMG 4665 Sport Marketing and Promotion

Minor: 15-18 Hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254.

Must complete a major declaration form.

A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.

A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field.

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The Accelerated Bachelor's to Master's (ABM) Degree Program at the University of West Georgia allows outstanding students to begin earning credit toward an M.S. in Digital and Social Media Communication while completing their B.S. in Mass Communications allowing these exceptional students to count up to 6 hours for both degrees.

Upon completion of the B.S. in Mass Communications with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Digital and Social Media Communication, and the courses taken as an undergraduate will be applied toward the graduate degree.

Below are the graduate course for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students on this pathway may receive credit for up to two such courses.

- * COMM 6654 - Digital and Social Media Communication Law can replace COMM 4454 - Media Law
- * COMM 6684 - Research Methods in Digital and Social Media Communication can replace COMM 4484 - Mass Communications Research Methods
- * COMM 6600 - Digital and Social Media Communication Theories can replace COMM 4600 - Communication Theory

See attached ABM Application for further details.

One additional change included here is to the Film & Video Production Concentration: When created, students needed to select 2 of 3 intermediate classes (COMM 4405 Sound Design OR COMM 4406 – Cinematography OR COMM 4407 – Film & Video Editing. We have since created 2 additional intermediate classes (COMM 4408 - Producing for Film & Video and COMM 4409 - Directing for Film & Video Production and we are wanting to include these within the concentration to increase flexibility and access 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 kgwaltney@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required 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.

ABM Proposal

For all components of the ABM pathway proposal, please ensure that it is in compliance with the [UWG ABM Policy](#)

Accelerated Bachelors to Master's Degree Pathway in Digital and Social Media Communication

The Accelerated Bachelor's to Master's Degree Pathway at the University of West Georgia allows outstanding students to begin earning credit toward a graduate degree while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours in the 30-hour master's program in Digital and Social Media Communication.

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

Eligibility Requirements

Students applying for the ABM Pathway must:

- Have completed at least 90 hours toward a Bachelor's degree
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia
- Have a UWG GPA of 3.2 or higher
- Meet all admission requirements for the specified graduate program with the exception of the completed undergraduate degree. The student must apply to the graduate program and be conditionally accepted in order to take graduate classes as an undergraduate student.
- Students applying for the accelerated pathway will not be required to take standardized admissions tests.

Application Process

- Meet with your advisor to discuss the pathway. This should take place when the student has reached 60 hours and completed all Area F coursework.
- Complete an application form for the Accelerated Bachelor's to Master's Degree Pathway. This should take place in the semester before the student earns 90 hours.
- Complete a graduate application for the graduate degree program and submit all required documents for admission.

Acceptance to the Program

Once a student has been accepted to the Pathway, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. The student will be classified as an undergraduate student. Once the student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of “B” or better in graduate coursework, the student's classification will be changed to a graduate student.

Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for up to two such courses.

Graduate Course	Replaced Undergraduate Course
COMM 6654 - Digital and Social Media Communication Law	COMM 4454 - Media Law
COMM 6684 - Research Methods in Digital and Social Media Communication	COMM 4484 - Mass Communications Research Methods
COMM 6600 - Digital and Social Media Communication Theories	COMM 4600 - Communication Theory

Materials Science

New Interdisciplinary Pathway Request

General Information

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

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

Primary Point of Contact Name* Martin McPhail

Email* mmcphail@westga.edu

College*

Pathway Information

School/ Department*

Desired Effective Semester*

Desired Effective Year*

Name of Proposed Pathway* Materials Science

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? * Yes No

List all academic departments that offer courses in the proposed pathway:* Department of Natural Sciences (Physics Program, Chemistry Program)

Has the new pathway proposal been reviewed by all of the departments listed above? * Yes

List the pathway-specific student learning outcome(s):* Having completed the Materials Science Pathway, students will be able to:

- 1) Describe foundational physics and chemistry concepts and apply them to interpret real world problems.
- 2) Assess and solve complex problems in upper level chemistry and physics courses related to Materials Science.
- 3) Use appropriate research equipment to characterize materials through hands-on projects.
- 4) Apply knowledge of Materials Science to address problems in both research and industrial contexts.

Upload proposal document(s)

Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway?* Yes No

Does the uploaded documentation identify mentors for each of the proposed pathway disciplines?* Yes No

Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee?* Yes No

Does the uploaded documentation include two-year rotations for all courses in the proposed pathway?* Yes No

Does the uploaded documentation include a program map?* Yes No

Curriculum Information - Not Applicable

Type of Program* Program Shared Core

Proposal for Bachelor in Interdisciplinary Studies (BIS) – Materials Science

1) Pathway Name

Bachelor in Interdisciplinary Studies (BIS)- Materials Science.

The BIS in Materials Science is designed around the intersection of the physical and chemical properties of matter. This interdisciplinary pathway builds a strong foundation of the field while allowing students to customize their degree to fit their particular interests and career goals. Graduates of this pathway can pursue careers in industry including research and development, fabrication, and manufacturing. A BIS in Materials Science also provides the knowledge and skills to enter jobs in related fields or graduate studies. Depending on the electives students select, the pathway can be combined with minors in chemistry or physics. Finally, guided student research is a fundamental part of a STEM education, thus students within this BIS in Materials Science are expected to conduct original research working with a faculty mentor.

2) Pathway Background and Justification

Materials Science is an interdisciplinary field encompassing the understanding and discovery of new materials. Of particular interest, is developing new materials for their use in new technologies or engineering. Several science programs at the University of West Georgia have long taught courses relevant to this field of study including chemistry (Analytical Chemistry, Quantum Chemistry, Physical Chemistry, Structure and Bonding, Surface Chemistry, and Biochemistry), physics (Basic Electronics, Electricity and Magnetism, Optics, Quantum mechanics, Solid State Physics, and Computational Physics), and geology (Mineralogy). Materials Science is a growth field with clear and lucrative employment opportunities including with local partner businesses. Currently interdisciplinary programs focused on Materials Science are lacking within the University system of Georgia. Although multiple Universities have research working groups (e.g. University of West Georgia, Georgia Southern, and Kennesaw) or masters programs (e.g. Georgia Southern), only Georgia Tech has a direct interdisciplinary bachelor's program focused on material science. This BIS program aims to provide access to this field of study at the University of West Georgia to produce material science graduates that will feed a pipeline of STEM innovations within the state of Georgia.

3) Disciplines

Materials science utilizes the knowledge and skills from the disciplines of physics and chemistry.

4) Mentors

Physics: Neal Chesnut and Lok Lew-Yan-Voon

Chemistry: Martin McPhail

5) Disciplines represented on the pathway's administrative committee

Physics and Chemistry

6) Courses in the Disciplines

Discipline 1:

Foundation Courses: PHYS 1111+1111L and PHYS 1112+1112L

Major courses: PHYS 4985 (Applied Mechanics), PHYS 4985 (Modern Physics for Engineers), and PHYS 4985 (Fundamentals Materials)

Discipline 2:

Foundation Courses: CHEM 1211+1211L, CHEM 1212+1212L, CHEM 2411/2411L (or CHEM 2455/2455L)

Major courses: Choose TWO from the following CHEM3201 Special topics courses: Survey of Materials Chemistry, Polymer Chemistry, or Green Chemistry, AND CHEM 4985 (Experimental Techniques in Materials Chemistry)*

*A possible alternative for CHEM4985 is CHEM4908L (Tools for Chemical Research, 2 credit hours) and an additional CHEM3201 course.

7) Learning Outcomes

Having completed the Materials Science Pathway, students will be able to:

1. **Describe** foundational physics and chemistry concepts and **apply** them to interpret real world problems.
2. **Assess** and **solve** complex problems in upper level chemistry and physics courses related to Materials Science.
3. **Use** appropriate research equipment to characterize materials through hands-on projects.
4. **Apply** knowledge of Materials Science to address problems in both research and industrial contexts.

8) Two-year Rotation Schedule of Courses 2023-2025

BIS in Materials Science								
		Year 1 (2023-24)			Year 2 (2024-25)			
		Fall	Spring	Summer	Fall	Spring	Summer	
XIDS 2001	XIDS 2001 Physical Universe	X			X			
XIDS 2002	XIDS 2002 Materials that Make Our World	X			X			
Foundations Courses	CHEM 1211 +1211L	X	X	X	X	X	X	

	CHEM 1212 + 1212L		X	X	X	X	X	X
	PHYS 1111 + 1111L		X	X	X	X	X	X
	PHYS 11112 +1112L		X	X	X	X	X	X
			Year 1 (2023-24)			Year 2 (2024-25)		
			Fall	Spring	Summer	Fall	Spring	Summer
(Alternative)	PHYS 2211 + 2211L		X	X		X	X	
(Alternative)	PHYS 2212 + 2212L		X	X		X	X	
	GEOL 1121 +1121L		X	X		X	X	
	MATH 1113		X	X	X	X	X	X
	MATH 1634		X	X	X	X	X	X
	MATH 1401		X	X	X	X	X	X
(Alternative)	MATH 2644		X	X	X	X	X	X
	CHEM2411 +2411L		X	X		X	X	
(Alternative)	CHEM 2455 + 2455L		X	X		X	X	
Chemistry Major	CHEM3201 "Materials Chemistry"						X	
Chemistry Major	CHEM 3201 (Polymer Chemistry)			X				
Chemistry Major	CHEM 3201A (Green Chemistry)							X (online)
Chemistry Major	CHEM 4985 (Experimental Techniques in Materials Chemistry)					X		
(Chemistry alternative)	CHEM 4908L (Tools in chem research)		X			X		
Physics Major	PHYS 4985 (Applied Mechanics)		X			X		
Physics Major	PHYS 4985 (Modern Physics for Engineers)		X			X		
Physics Major	PHYS 4985 (Fundamentals of Materials)			X				
IDS	XIDS 2000		X	X	X	X	X	X
IDS	XIDS 3000		X	X	X	X	X	X
IDS	XIDS 4000		X	X	X	X	X	X
Recommended electives	GEOL 1121 +1121L		X	X	X	X	X	X
Geology (pre-req: CHEM	GEOL 3014		X			X		

1211 & GEOL 1121)								
----------------------	--	--	--	--	--	--	--	--

8) Program Map

BIS- Materials Science			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A1: ENGL 1101 – English Composition I	3	Area A1: ENGL 1102 – English Composition II	3
Area A & F: Elective: (MATH 1113)	4	Area D & F. (MATH 1634)	4
Area D: CHEM 1211/1211L	4	Area D: CHEM 1212/1212L	4
Area B2: XIDS 2001 or 2002	1	Area E: HIST 2111 or 2112	3
Area E: HIST 1111 or 1112	3	Area B2: Institutional priorities course	1
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 with C or better • Complete MATH 1113 		<ul style="list-style-type: none"> • Complete ENGL 1102 with C or better • Complete MATH 1634 • Complete CHEM 1212/1212L 	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area F: PHYS 1111/1111L	4	XIDS 2000 – Intro. to Interdisciplinary Studies	3
Area F: MATH 1401 (or MATH 2644)	3 (4)	Area F: PHYS 1112/1112L	4
Area B1: COMM 1110- Oral Communications	3	Area E: POLS 1101	3
Area F: CHEM 2411/2411L (2455/2455L)	4	Area C: Core Elective	3

		Elective (Area F, if needed)	3
SEMESTER TOTAL	14 (15)	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> Complete CHEM 2411/2411L or 2455/2455L 		<ul style="list-style-type: none"> Complete XIDS 2000 with C or better Complete PHYS 1112/1112L Complete BIS Degree Plan and submit to Registrar 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHYS 4985 (Applied Mechanics)	3	XIDS 3000 – Interdisciplinary Methods	3
PHYS 4985 (Modern Physics for Engineers)	3	CHEM 3201 (Materials Chemistry) or (Polymer Chemistry)	3
Area C2: Humanities Course	3	Elective	3
Area E: Elective	3	Elective	3
GEOL 1121/1121L (recommended elective)	4	Elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones			
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Complete XIDS 3000 with C or better & finish capstone proposal/plan 	

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHYS 4985 (Fundamentals of Materials)	3	XIDS 4000 – Interdisciplinary Capstone	3
CHEM 4985 (Experimental Tech. in Materials Chemistry)	3	CHEM 3201 (Materials Chemistry) or (Polymer Chemistry)	3
Internship/Faculty Directed Research (PHYS 4683/CHEM 4083)	1	Internship/Faculty Directed Research (PHYS 4683/CHEM 4083)	2
Recommended Elective: PHYS 3511	1	Recommended Elective: PHYS 3521	1
Recommended Elective: PHYS 3013	3	Elective	3
GEOL 3014	4	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Complete XIDS 4000 with C or better along with capstone project • Reach 39 credit hours at 3000/4000 level and 120 credit hours total. 	

XIDS - 2001 - WDYKA Puerto Rico

2023-2024 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2023

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 College course? Yes No

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

Course Information

Course Prefix*

Course Number* 2001

Course Title* WDYKA Puerto Rico

Long Course Title What Do You Know About Puerto Rico

Course Type*

Catalog Course Description* This course provides students with an opportunity to learn about the closest US territory - its history, culture, and people. With a spring break trip to Puerto Rico as a key component, the course offers experiential learning in the context of intercultural engagement. Covering topics related to the disciplines of Geography, History, Political Science, and Sociology, the course is a unique opportunity for UWG students to learn about and experience a part of the United States with which most Americans are unfamiliar.

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 Yes No

If yes, indicate maximum number of credit hours counted n/a

toward graduation?*

toward graduation.*

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

Prerequisites none

Concurrent Prerequisites none

Corequisites none

Cross-listing n/a

Restrictions Students enrolled in the course during semesters in which it is part of an official Study Away program would be required to be participants in that trip, which would occur over Spring Break (the course would only be offered in Spring semesters of any academic year)

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* This course was created to support the Office of Education's efforts to promote study away programs as part of its overall programming. Specifically, in AY23, this course would be the curricular vehicle for the only Study Away program offered by UWG.

Further, in terms of educational rationale, the following is taken from the proposal submitted to the Center for Interdisciplinary Studies:

Nelson Antonio Denis - attorney, film director, and former representative to the New York State Assembly - said, "Puerto Rico is an island separated by an ocean, a language, a culture. All of that put it in a position where it's like, 'What happens in Vegas stays in Vegas,' but what happened in Puerto Rico never happened at all. It's not like there was a decades-long conspiracy. It's just the aggregation of all these historical forces made it difficult for this information to exist in one place."


Despite being tied to the United States since 1899, following the Spanish-American War when it became one of the territorial spoils of war, the Commonwealth of Puerto Rico remains relatively unknown to most Americans who reside on the mainland.

The course readings approach the topic of Puerto Rico holistically, with the study away component ensuring that students learn about the island in all its aspects, drawing from, but not limited by, various academic disciplines. By experiencing for themselves Puerto Rico's land, people, history, and culture, the readings are brought to life in a way that blends together the concepts from each of the disciplines.

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

1. By the end of the course, students will have knowledge of the history, culture, and people of the US territory of Puerto Rico
2. By the end of the course, students will have knowledge of the basic concepts involved in the political relations between the United States Government and its territories
3. By the end of the course, students will have experience with speaking and writing about multicultural environments and intercultural exchange.

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? n/a

Fee Justification While not technically a part of tuition and fees, students enrolled in this course in semesters in which it is part of the Study Away program will have made the requisite payment to travel with the group. Those dollars are documented with OEA and cover the costs of the trip: transportation, housing, meals.

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.

Addendum II

PHYS - 5411 - Scientific Communication

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

College of Arts, Culture, and Scientific Inquiry, Department of Natural Sciences

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

No

Is this a College of Education course?

No

Course Prefix

PHYS

Course Number

5411

Course Title

Scientific Communication

Course Type

Biology, Chemistry, Geography, Geology, Physics

Catalog Course Description

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites**Concurrent Prerequisites****Corequisites****Cross-listing**

BIOL 5411,CHEM 5411,GEOG 5411, GEOL 5411, PHYS 5411

Restrictions

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

Carrollton or Newnan Campus: Face-to-Face

What is the rationale for adding this course?

This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

Student Learning Outcomes

Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one. Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

10

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

0

Fee Justification

Originator

Julie Talbot (jtalbot@westga.edu)

Attachments

[Scientific Communication.docx](#)

uploaded by Julie Talbot, 8/30/2022 2:34 pm

Recent Comments

- There are no comments available for this proposal.

SCIENTIFIC COMMUNICATION

CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

Instructor: Dr. Julie Talbot

Office: Boyd Building 215

Office Hours: M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment
Feel free to stop by any time my door is open. If I can't meet with you then, I'll be happy to arrange a time when we can meet.

Phone: (678) 839-4093

Email: jtalbot@westga.edu

Textbook: *Critical Thinking, Science, and Pseudoscience: Why We Can't Trust our Brains*, by Caleb W. Lack & Jacques Rousseau

Prerequisites: ENGL 1102 or equivalent

Course Description and Objectives: Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.

Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

Course Policy and Evaluation:

Attendance: The class will meet three days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements.

In-Class Discussions: This course will focus on communicating science both orally and in writing to a non-scientific audience. As such, class participation will be an essential part of the course grade. As part of this, you will write a short reflection paper that will be due at the beginning of the next class.

Reading Quizzes: The reading for this course will be essential. To encourage students to come to class prepared to participate in discussions, a reading quiz will be given almost every class.

Writing: You will write two pieces of persuasive writing. For each one, you will turn in a rough draft, which will be critiqued by your classmates and the instructor, and then be given an opportunity to re-write the paper for a larger part of the class grade.

Talks: Every student will give one talk on a scientific topic, aimed at an audience that is unfamiliar with that area of science.

Graduate Credit: For those students wishing to earn graduate credit for this course, they will be expected to choose one of the topics listed as a case study in the course schedule and act as the moderator for

Academic Honesty: While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

Extra Credit: If there is a lecture on a science-related topic, I may give extra credit for attendance at such an event. Otherwise, there will be no extra credit given to individual students.

Cell Phones: Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. If your cell phone does ring in class, I give one warning, and then take one percentage point off your final grade for every ring thereafter. Cell phones may NOT be used for any reason during tests, and must be turned off and put away during the test.

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

Incompletes: A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

University-Wide Policies: You are expected to be familiar with all of the information and requirements of university policy. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. All university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Evaluation:

(Undergraduate)		(Graduate)	
Reading Quizzes:	10%	Reading Quizzes:	10%
Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
Final Draft of first Paper:	10%	Rough Draft of first Paper:	5%
Scientific Talk	10%	Final Draft of first Paper:	10%
Rough Draft of second Paper:	10%	Scientific Talk	10%
Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
		Final Draft of second Paper:	25%

Final grades will be assigned according to the following scale:

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

Course Schedule

Week	Material Covered
1	The Hallmarks of Science – the Scientific Method
2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
4	Critical Thinking
5	Experimental Design
6	Evaluating Sources
	Rough Draft 1 due
7	Logic and Persuasion
8	Rhetorical Devices
	Final Paper 1 due
9	Use and Misuse of Data and Statistics
10	Case Study: Astrology
11	Talks
12	Case Study: Intelligent Design
13	Case Study: Vaccines
	Rough Draft 2 due
14	Case Study: The Age of the Universe
15	Case Study: Stereotypes
Exams	Final Paper due

CRIM - 6284 - Graduate Capstone

Close

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Civic Engagement and Public Service

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

No

Is this a College of Education course?

No

Course Prefix

CRIM

Course Number

6284

Course Title

Graduate Capstone

Course Type

Criminology

Catalog Course Description

This course is designed to provide graduate students with a capstone experience emphasizing integration of knowledge acquired in previous courses and serves as an alternative to the thesis option. This course is designed for students to demonstrate in-depth knowledge and critical thinking in regard to a specific criminological/criminal justice issue by completing an exit paper.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

N/A

Prerequisites

CRIM 6000, CRIM 6003, CRIM 6010 and CRIM 6013

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

Grading

Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)

Fully Online

What is the rationale for adding this course?

This course is being added to streamline the MA program by replacing our comprehensive exam with a capstone course that has an exit paper.

Student Learning Outcomes

Course Objectives: Explain and critically evaluate issues in criminal justice/criminology Apply criminological theory to explain crime and criminal behavior Analyze current research and analytic strategies within criminal justice/criminology literature Evaluate or develop criminal justice/criminological policy

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

15

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

N/A

Fee Justification**Originator**

Sarah Williamson (swilliam@westga.edu)

Attachments

[Graduate Capstone CRIM 6284 2021 \(1\).pdf](#)

uploaded by Sarah Williamson, 9/21/2022 2:02 pm

Recent Comments

- There are no comments available for this proposal.

Graduate Capstone

CRIM-6284

2021 Section Draft Section 3 Credits 08/01/2022 to 05/04/2023 Modified 09/19/2022

Description

Prerequisites: CRIM 6000, CRIM 6003, CRIM 6010 and CRIM 6013

This course is designed to provide graduate students with a capstone experience emphasizing integration of knowledge acquired in previous courses and serves as an alternative to the thesis option. This course is designed for students to demonstrate in-depth knowledge and critical thinking in regard to a specific criminological/criminal justice issue by completing an exit paper.

Contact Information

Meeting Times

This course is entirely online.

Materials

Outcomes

Program Objectives:

- Apply research methodology and systematic analysis within the context of criminology
- Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practice in major areas of criminology
- Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses

Course Objectives:

- Explain and critically evaluate issues in criminal justice/criminology
- Apply criminological theory to explain crime and criminal behavior
- Analyze current research and analytic strategies within criminal justice/criminology literature
- Evaluate or develop criminal justice/criminological policy

Evaluation

The course seeks to synthesize learning by integrating content from previous courses to write a substantive area paper, which will serve as the primary evaluation. In addition to any assignments completed throughout the course, students must demonstrate their understanding of their topic in an exit paper where they relate their topic to three areas: (1) theory, (2) research methods, and (3) policy.

Assignments

Students are expected to choose a topic for their capstone projects during the initial weeks of the course, according to a schedule specified by the instructor in the syllabus for the course section. The instructor will then review the topic with the student, and help to hone the project into a defined and pursuable assignment for the semester.

The exit paper will be 15-20 pages written at a graduate-level with APA citations. The exit paper must include three areas: (1) application of criminological theory to the selected topic (2) analysis of current research and analytic strategies relevant to the topic, and (3) evaluation or development of criminal justice/criminological policy for the topic. More specific instructions will be provided by the instructor.

Schedule

Course Policies and Resources

College/School Policies

Institutional Policies

Academic Support

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

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

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

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For 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.

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: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

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

Mental Health Support

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

[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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

Memorandum

To: General Faculty

Date: October 12, 2022

Regarding: Faculty Senate Agenda for October 14, 2022 in Roy Richards Hall 102

1. Call to Order

2. Roll Call

3. Minutes

A) The September 9, 2022 Faculty Senate Meeting Minutes were approved electronically on September 16, 2022.

4. Administrator Reports

A) Report from the President.

B) Report from Provost Preston.

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

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

Action Items (Addendum I):

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

a) [Certificate in Latin American, Caribbean, and Latinx Studies](#)

Request: Add

2) Department of Natural Sciences

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

Request: Revise Program

- b) [PHYS 4411 Scientific Communication](#)
Request: Add
- B) School of Communication, Film, and Media
 - 1) [Film & Video Production, B.S.](#)
Request: Revise Program
 - 2) [Mass Communications, B.S.](#)
Request: Revise Program
- C) University College
 - 1) Center for Interdisciplinary Studies
 - a) [Interdisciplinary Pathway in Materials Science](#)
Request: Add

Information Item:

- A) University College
 - 1) Center for Interdisciplinary Studies
 - a) [XIDS 2001 WDYKA Puerto Rico](#)
UPC reviewed the proposal for a new XIDS 2001 topic WDYKA Puerto Rico.

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items (Addendum II):

- D) College of Arts, Culture, and Scientific Inquiry
 - 3) Department of Natural Sciences
 - b) [PHYS 5411 Scientific Communication](#)
Request: Add
- E) University College
 - 3) Department of Civic Engagement and Public Service
 - a) [CRIM 6284 Graduate Capstone](#)
Request: Add
- F) Richards College of Business
 - 1) Department of Economics
 - a) [Master of Science in Applied Business Analytics](#)
Request: Add
 - b) [ECON 5208 Business Analytics Programming](#)

Request: Add

- c) [ECON 5408 Advanced Visual Analytics](#)

Request: Add

- d) [ECON 5415 Healthcare Analytics](#)

Request: Add

- e) [ECON 6415 Healthcare Economics](#)

Request: Add

- f) [ECON 6428 Retail Analytics](#)

Request: Add

- g) [ECON 6460 Economics of Sports](#)

Request: Add

2) Department of Management

- a) [Master of Science in Strategic Cybersecurity and Information Management](#)

Request: Add

- b) [CISM 6410 Information Asset Protection and Risk Management](#)

Request: Add

- c) [CISM 6420 Defensive and Offensive Security](#)

Request: Add

- d) [CISM 6430 Cryptography, Identity and Access Management](#)

Request: Add

- e) [CISM 6440 Cybersecurity and Cloud Computing](#)

Request: Add

- f) [CISM 6450 IoT Security and Analytics](#)

Request: Add

- g) [CISM 6460 Security Planning and Systems Development](#)

Request: Add

- h) [CISM 6470 Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: Add

- i) [CISM 6480 Special Research Topic in Management Information Systems](#)

Request: Add

G) Graduate Catalog 2022- 2023

- a. WolfWatch Policy (Addendum III)
Request: Add
- b. Disclaimer Policy (Addendum IV)
Request: Add
- c. Course Repeat Policy (Addendum V)
Request: Modify
- d. Statement of Competitive Admissions/Right of Refusal Policy (Addendum VI)
Request: Add
- e. Reinstatement Procedures (Addendum VII)
Request: Modify
- f. Graduate Admission Classification-Provisional Degree (Addendum VIII)
Request: Modify
- g. Admission Appeals (Addendum IX)
Request: Modify
- h. Transfer Credit (Addendum X)
Request: Modify
- i. Credit for Prior Learning or Work Experience (Addendum XI)
Request: Add
- j. Residency Requirement (Addendum XII)
Request: Add
- k. Requirements for Multiple Graduate Degrees (Addendum XIII)
Request: Add

Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)

Action Item (Addendum XIV):

- A) Faculty Parking on Campus
 - 1) Townsend Lot
Request: Faculty Senate Vote
- 5. Old Business
- 6. New Business
- 7. Announcements
- 8. Adjourn

Master of Science in Applied Business Analytics

2023-2024 Graduate New Program Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

Program Type

Degree Program

If embedded, please list the parent program.

School/ Department

Department of Economics

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

No

Is this a College of Education Program?

No

Program Name

Master of Science in Applied Business Analytics

Degree Type

Master of Science

Program Description

The MS in Applied Business Analytics at UWG will equip students with the advanced analytical skills needed to succeed in a data driven world. The program will train students in the fundamentals of business intelligence and data analytics and prepare them for jobs as business analysts, business intelligence analysts, data analysts, data engineers, data scientists, data visualization specialists, econometricians, forecasters, and other related positions. Students in the program will learn programming skills, data management skills, and modern statistical methods in a collaborative, project-intensive, hands-on environment. After completing the degree, students will: -be familiar with various programming languages, including Python, R, SAS base 9.4, and SQL, and be proficient in at least one of them -be familiar with various data visualization packages, including SAS Visual Analytics, Tableau, PowerBI, and JMP, and be proficient in at least one of them -be able to perform advanced data analysis and apply modern statistical techniques to solve business problems using large datasets, -be able to

communicate data problems and statistical models and results in a professional business manner, and - understand ethical and legal concerns of working with data.

Program Location

Carrollton, Online

Status

Active-Visible

How will the proposed program be delivered?

Face-to-Face, Online Only, Hybrid

Type of Program

Program

Prospective Curriculum

Program has 4 cores and 22 courses.

Rationale

The mission of the University of West Georgia (UWG) is to “enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community,” while the Richards College of Business is “in the business of transforming lives through education, engagement, and experiences.” Both the university and college missions emphasize offering a wide variety of experiences that have the potential to transform lives. The proposed MS in Applied Business Analytics will engage students in a broad range of applied business disciplines, including Healthcare Analytics, Marketing Analytics, Economics, Management, Information Systems, and Sports Analytics, among others. In doing so it will prepare students for a job market driven by big data and data analytics. The program is designed to combine practical training with problem solving and critical thinking skills using real problems and real data. Students will learn how to code and how to use different data analytical packages (R, Python, SAS base, SQL, JMP) and techniques (machine learning, data mining, text analytics, etc), and will learn how to tackle real business analytics projects. The program will take advantage of well established relationships between college faculty and businesses in the West Georgia area (including Southwire and Cancer Treatment Centers of America) and the greater Atlanta area (such as Cox Communications, Delta Airlines, and Chick Fil A) to provide students with applied learning opportunities. From invited speakers, to internships, externships, mentorships, to data sharing, we will leverage our relationships with business leaders to provide students with experiential learning and networking opportunities.

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

SLO 1: Demonstrate proficiency in a business intelligence application.

SLO 2: Demonstrate proficiency in a data visualization package.

SLO 3: Apply modern data analytical techniques to address real world problems in industry.

SLO 4:Communicate effectively and professionally with data.

SLO 5:Understand ethical and legal concerns of working with data.

Check all that apply to this program

None of these apply

SACSCOC Comments

Under 50% of the program consists of new classes at the graduate level. The courses in the program that already exist are not being modified with new material, only combined in a coherent structure to support the goals of the ABA program.

Program Map

I have attached the Program Map.

USGBOR One Step Proposal

I have attached the USGBOR One Step Proposal.

Assessment Plan

I have attached the Assessment Plan.

Curriculum Map Assessment

I have attached the Curriculum Map.

Originator

William Smith (wsmith@westga.edu)

Attachments

[curriculum_map_assessment-MS-analytics FINAL.xlsx](#)

uploaded by William Smith, 9/16/2022 10:24 am

[MS in Applied Business Analytics Proposal FINAL.docx](#)

uploaded by William Smith, 9/16/2022 10:24 am

[Program Map FINAL.pdf](#)

uploaded by William Smith, 9/16/2022 10:24 am

[assessment_plan_MS_appliedbusinessanalytics.xlsx](#)

uploaded by William Smith, 9/16/2022 10:25 am

Recent Comments

- There are no comments available for this proposal.

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE							
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <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:	Economics		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	
	PROGRAM:	M.S. in Applied Business Analytics	COURSES	Demonstrate proficiency in a business intelligence application.	Demonstrate proficiency in a data visualization package.	Apply modern data analytical techniques to address real world problems in industry.	Communicate effectively and professionally with data.	Understand ethical and legal concerns of working with data.	
			1	ECON 5208	M,A	R	I	M	I,A
			2	ECON 5408	R	M,A	R	M,A	R
			3	ECON 5475	M	R	M,A	M	R
		INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	ECON 6450	I	I	I	R	R
			5	CISM 5390	M	R	R	M	R
			6	ECON 5415	R	R	M	M	M
			7	ECON 6415	M	R	R	R	R
		REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	ECON 6430	R	R	M	M	R
			9	NURS 6104	R	R	R	R	M
			10	NURS 6109	R	R	R	R	M
			11	NURS 6115	R	R	R	R	M
			12	ECON 6428	R	R	M	M	M
		MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13	MKTG 6868	R	R	M	M	M
			14	MKTG 6850	R	R	M	M	M
			15	CISM 5330	R	R	M	R	R
			16	MGNT 6604	R	R	I	M	R
			17	SPMG 6300	R	R	R	R	R
			18	SPMG 6310	R	R	R	R	R
			19	SPMG 6320	R	R	R	R	R
		**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20	SPMG 6330	R	R	R	R	R
			21	ECON 6460	I	I	R	M	I

Sample Program of Study: 9 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
		CISM 5390 – Business Intelligence and Data Mining	3
	Spring	ECON 5475 – Applied Econometrics & Analytics	3
		Chosen Track Course # 1	3
		Chosen Track Course # 2	3
	Summer	ECON 6450 – Managerial Economics	3
Year 2	Fall	Chosen Track Course # 3	3
		Chosen Track Course # 4	3
		Elective	3
Sample Program of Study: 6 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
	Spring	CISM 5390 – Business Intelligence and Data Mining	3
		ECON 5475 – Applied Econometrics & Analytics	3
	Summer	Chosen Track Course # 1	3
		Elective	3
Year 2	Fall	Chosen Track Course # 2	3
		Chosen Track Course # 3	3
	Spring	ECON 6450 – Managerial Economics	3
		Chosen Track Course # 4	3



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released
December 21, 2020

Point of Contacts

Dr. Martha Venn

Vice Chancellor for Academic Affairs

martha.venn@usg.edu

Dr. Rebecca Corvey

Associate Vice Chancellor for Academic Affairs

rebecca.corvey@usg.edu

Version Control

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

NOTE:

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

^= indicates accreditation related content

USG Routing

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

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: University of West Georgia*
3. *USG Sector: Regional Comprehensive University*
4. *School/Division/College: Richards College of Business*
5. *Academic Department: Economics*
6. *Proposed Program Name: Master of Science in Applied Business Analytics*
7. *Major: Applied Business Analytics*
8. *CIP Code (6 digit): 30.7102 (Business Analytics)*
9. *Degree Level: MS*
10. *Anticipated Implementation Semester and Year^: Fall 2023*
11. *Was this program listed in the most recent Academic Forecast?*
 Yes
 No (If no, explain why below)
12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

The MS in Applied Business Analytics at UWG will equip students with the advanced analytical skills needed to succeed in a data driven world. The program will train students in the fundamentals of business intelligence and data analytics and prepare them for jobs as business analysts, business intelligence analysts, data analysts, data engineers, data scientists, data visualization specialists, econometricians, forecasters, and other related positions.

Students in the program will learn programming skills, data management skills, and modern statistical methods in a collaborative, project-intensive, hands-on environment. After completing the degree, students will:

- be familiar with various programming languages, including Python, R, SAS base 9.4, and SQL, and be proficient in at least one of them
- be familiar with various data visualization packages, including SAS Visual Analytics, Tableau, PowerBI, and JMP, and be proficient in at least one of them
- be able to perform advanced data analysis and apply modern statistical techniques to solve business problems using large datasets,
- be able to communicate data problems and statistical models and results in a professional business manner, and
- understand ethical and legal concerns of working with data.

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

The Richards College of Business is accredited by AACSB. We are currently between cycles but we will seek program accreditation during the next visit in 2026. All Richards College programs (undergraduate and graduate) are currently AACSB accredited, and we are confident that the MS in Applied Business Analytics program will also receive accreditation. In preparation for this, we will have well established learning objectives and assessment practices in place. Furthermore, by the time the accreditation team visits, we will likely have gone through multiple rounds of assessing our learning objectives internally and adjusting instruction to improve learning outcomes.

14. Specify [SACSCOC](#) or other accreditation organization requirements[^].

Mark all that apply.

Substantive change requiring notification only ¹

Substantive change requiring approval prior to implementation ²

Level Change ³

None

B. STRATEGIC PLAN

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

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

The mission of the University of West Georgia (UWG) is to “enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional

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

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

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

development, and a caring, student-centered community,” while the Richards College of Business is “in the business of transforming lives through education, engagement, and experiences.”

Both the university and college missions emphasize offering a wide variety of experiences that have the potential to transform lives. The proposed MS in Applied Business Analytics will engage students in a broad range of applied business disciplines, including Healthcare Analytics, Marketing Analytics, Economics, Management, Information Systems, and Sports, among others. In doing so it will prepare students for a job market driven by big data and data analytics.

The program is designed to combine practical training with problem solving and critical thinking skills using real problems and real data. Students will learn how to code and how to use different data analytical packages (R, Python, SAS base, SQL, JMP) and techniques (machine learning, data mining, text analytics, etc.), and will learn how to tackle real business analytics projects. The program will take advantage of well-established relationships between college faculty and businesses in the West Georgia area (including Southwire and Cancer Treatment Centers of America) and the greater Atlanta area (such as Cox Communications, Delta Airlines, and Chick Fil A) to provide students with applied learning opportunities. From invited speakers, to internships, externships, mentorships, to data sharing, we will leverage our relationships with business leaders to provide students with experiential learning and networking opportunities.

16. How does the program align with your institution’s strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The strategic plan of the University of West Georgia, *Becoming UWG*, identifies three strategic priorities: placemaking, relevance, and competitiveness. The proposed program will align with each of these as described below.

Relevance

The MS in Applied Business Analytics (MS ABA):

- a. Will provide an entry point for returning graduate students seeking to tap into one of the fastest-growing fields in the world economy. Entry level occupations, such as [Market Research Analyst](#) with a median pay of \$63,920 and a 10-year (through 2030) job growth outlook of 22%, are well within the reach of program graduates, with some aiming even higher (see salaries and duties below)

Similar Occupations About this section

This table shows a list of occupations with job duties that are similar to those of operations research analysts.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
Economists	Economists collect and analyze data, research trends, and evaluate economic issues for resources, goods, and services.	Master's degree	\$105,630
Industrial Engineers	Industrial engineers devise efficient systems that integrate workers, machines, materials, information, and energy to make a product or provide a service.	Bachelor's degree	\$95,300
Logisticians	Logisticians analyze and coordinate an organization's supply chain.	Bachelor's degree	\$77,030
Management Analysts	Management analysts recommend ways to improve an organization's efficiency.	Bachelor's degree	\$93,000
Market Research Analysts	Market research analysts study market conditions to examine potential sales of a product or service.	Bachelor's degree	\$63,920
Mathematicians and Statisticians	Mathematicians and statisticians analyze data and apply computational techniques to solve problems.	Master's degree	\$96,280

- b. Will provide a masters-level degree aimed at professionals needing to update skills to be relevant in an increasingly data-driven work environment.
- c. Will provide knowledge and skills to students who are employed locally in data-driven fields core to the regional economy, such as healthcare providers, transportation/logistics firms, manufacturers, real estate, marketing firms, and education.
- d. Will provide more opportunities for graduates to continue to work locally, as these skills are in high demand in the aforementioned industries. Furthermore, by providing skills that are remote-work-friendly, our graduates may choose to continue to live in the West Georgia Region, but work for firms anywhere in the world.

Competitiveness

The MS ABA:

- a. Will provide a graduate degree that takes advantage of strengths that already exist within the Richards College of Business, across multiple departments, and colleges.
- b. Will add only the fifth graduate degree of this type to the university system, placing us with UGA (interdisciplinary business), GSU, Ga Tech, and Kennesaw (non-business).
- c. Will make the RCOB attractive to international students seeking a STEM degree, and regional students seeking to take advantage of the growing field of analytics.
- d. Will give the opportunity to grow the economics faculty with high quality, diverse hires.

Placemaking

The MS ABA:

- a. Will create a sense of attachment to the college and university by providing new opportunities and economic and occupational freedoms.
- b. Will cultivate a more holistic understanding of our surroundings and of the connection between data and the material world by providing an overarching connection among seemingly different subject areas such as healthcare, sports, marketing, economics, etc.

The program will use some existing courses in their current form, some courses will need to be re-designed, and some new courses will need to be created. Current courses that will be used in the program are:

ECON 5475 – Applied Econometrics & Analytics

ECON 6450 – Managerial Economics

CISM 5390 – Business Intelligence and Data Mining

NURS-6115 –The Business of Healthcare: Financial and Economic Evidence

NURS-6104 –Scholarly Inquiry and Data Analysis in Nursing

NURS-6109 –Info, Tech & Healthcare Outcomes

ECON 6430 – Business Cycles and Forecasting

MKTG-6850 –Analytical Methods in Marketing

MKTG 6868 –Marketing Models

CISM 5330– Enterprise Architecture

MGNT6604–Production and Operations Management Fundamentals with Quantitative Applications

SPMG 6300 – Introduction to Sports Analytics

SPMG 6310 – Big Data and Statistical Analysis in Sports
SPMG 6320 – Analytics in Sports Business
SPMG 6330 – Applied Network Analysis in Sports
MGNT 6684 – Internship

New courses:

ECON 5208 – Business Analytics Programming (NEW)***
ECON 5408 – Advanced Visual Analytics (NEW)***
ECON 6460 – Economics of Sports (NEW)**
ECON 6428 – Retail Analytics (NEW) ***
ECON 6415 –Healthcare Economics (NEW)****
ECON 5415 –Healthcare Analytics (NEW)****

C. NEED

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

No

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

This proposal and the design of the curriculum were informed by talking to current students, alumni, board of advisors, community leaders, and business partners.

Every year, the Economics Department hosts the SAS Analytics Summit, which brings together students, faculty, members of the local community, and alumni who now work locally within the field of data analytics. The SAS Analytics Summit has been successful, as attendance ranges between 30-60 and many students have made meaningful connections resulting in job offers at places like Georgia Power, Supply.com, Delta Airlines, Southwire, and the Georgia Department of Health. Students present original data-driven research and receive feedback from industry professionals. Several undergraduate students have found internships and jobs after presenting at the SAS summit but feedback from business attendees suggests that they are interested in master level students with more experience and knowledge in data analytics. The development of the program has been in part informed with conversations with attendees to this event.

Additionally, faculty who will be teaching in the program have engaged in conversations with business leaders at Cane Bay Partners, Cox Communications, Chick Fil A, Georgia Power, Tanner Healthcare System, and Cancer Treatment Centers of America to gather feedback on what their companies are looking for in recent graduates.

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

No

X Yes (If yes, please explain below)

The proposed MS program's greatest impact will be in Carroll County where the University

is located. In November of 2020, Carroll Tomorrow, Carroll County’s economic development authority, completed its five-year Strategic Plan. Paramount to the plan is to affect improvements in the county’s economic well-being and identify and operationalize emerging opportunities. Some of the industries that are being targeted include transportation and logistics, which are data intensive. Currently, there are not enough qualified data analysts in the region to fulfill the supply. The MS in Applied Business Analytics would fill this gap.

We also expect a large impact on surrounding counties, like Coweta and Douglas, which also serve the Atlanta job market. Coweta County’s Development Authority, in its 2041 Comprehensive Plan identified as key opportunities becoming “an employment center for south-metro Atlanta” and promoting the county to targeted industries, placing emphasis on “Industries suitable for the county regarding job skills and the county’s economic needs”. According to O*Net, there are currently 63,200 data scientists employees in the US with 20,000 openings projected over the next 20 years, 3,000 of which are expected to be in Georgia.

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

Included below are support letters from Andrew Caldwell, Administration / CFO, Enterprise Provider Operations, Cancer Treatment Centers of America; Amanda Hand, Sr. Lead Data Scientist, Chick Fil A; Abe Manasrah, Chief Data Officer, Tanner Health System; and David Johnson, Partner at Cane Bay Partners VI, LLLP.



Comprehensive Cancer Care Network

Hospitals

Atlanta
Chicago
Phoenix

Outpatient Care Centers

Arizona
Gilbert
North Phoenix
Scottsdale
Illinois
Downtown Chicago
Gurnee

To whom it may concern:

I am writing with excitement and enthusiasm to support the University of West Georgia's application to establish a Master of Science in Applied Business Analytics degree program. The program is sure to produce trained talent that will improve business performance and meet a regional business community need.

The new program will help drive business performance improvement throughout the region. As the Chief Financial Officer responsible for Cancer Treatment Centers of America – Part of City of Hope's hospitals and clinics across the nation, I understand the current and future demand for well-trained business analytic talent. In my role I interact with and experience increased demand daily for improved analytic insights to drive improvement in patient safety, quality and service. I rely heavily on our analytics resources to inform me of insights to run the hospitals and improve performance. The new program will produce talent that further improves business performance in the region.

Today, finding talent to fill existing business analytic roles is becoming increasingly difficult. The Applied Business Analytics degree program from the University of West Georgia will address a critical regional talent gap. West and central Georgia have experienced tremendous growth over the last two decades. As such, new businesses of all industries, including healthcare, have grown and need talent to position their teams to make the best decisions. The new Applied Business Analytics program at the University of West Georgia is positioned to serve the business community's needs.

Again, please accept my support of the University of West Georgia's application to establish a Master of Science in Applied Business Analytics degree program.

Kind Regards,

Andrew L. Caldwell
Enterprise Chief Financial Officer, Provider Operations
600 Celebrate Life Parkway
Newnan, GA 30265

600 Celebrate Life Parkway, Newnan, GA 30265

tel 770 • 400 • 6080 | cancercenter.com

© 2022 COH HoldCo Inc.

To whom it may concern:

I am writing in enthusiastic support of the University of West Georgia's application to establish a Master of Science in Applied Business Analytics degree program. I am a career Data Scientist, and my academic degrees in Statistics were heavily Statistics. I believe my career journey would have benefited tremendously from an applied track such as this.

With more and more organizations embracing a culture of data-driven decision making, business analysts and data scientists are more in-demand than ever, and strong business analytics talent is difficult to find. This program will benefit both the students and the community, as demand in this field is expected to grow 25% in the next decade. Having a strong background in analyzing data, with the ability to communicate insights to non-technical audiences and executives, has an enormous impact on the marketability of career candidates.

The flexibility of the analytics tracks in the proposed program will open opportunities to graduates in so many industries across business, healthcare, and athletics. There is a real need in all of these industries for strong analytics capabilities and data literacy.

Please feel free to reach out with questions; I am happy to elaborate further on why this program is absolutely needed at UWG.

Thank you for your consideration,



...

Amanda Hand

Sr. Lead Data Scientist
Machine Learning and Advanced Modeling, Enterprise Analytics
M 404.889.0093

Chick-fil-A, Inc.

5200 Buffington Road, Atlanta, GA 30349

We exist to build and scale analytic capabilities that enable enterprise business strategies.



8/31/2022

Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334

To whom it may concern:

I am writing this letter in support of the University of West Georgia's application to establish a Master of Science in Applied Business Analytics degree program.

As a data and analytics leader in the healthcare field, I have witnessed the evolution of analytics in healthcare during the past decade. Hospitals and healthcare providers have embraced a data-driven culture to drive their actionable insights. We now utilize the latest software and methodologies in the field of analytics, business intelligence, and data management to implement care strategies, improve clinical and quality outcomes, and help identify ways to reduce cost. Many healthcare institutions have started to utilize predictive analytics to help improve patient care as well as promote the well-being of the population at large.

The program proposed by the University of West Georgia will certainly help grow the talent pool of graduates who are ready to contribute to the advancement of healthcare through analytics. The timing of this initiative is especially important now as companies, including Tanner, are struggling to find candidates with the proper training in analytics to join our workforce. For the past seven years I have been with Tanner Health System, I have seen how difficult it is to find candidates who are well trained in the healthcare analytics field in our primary service area (West Georgia). This challenge is destined to grow as many healthcare organizations are planning to expand their reliance on Data Analytics and Business Intelligence to drive their strategy.

Thank you for your consideration.

Please let me know if I can be of any assistance in answering any questions you may have.

Abe Manasrah, M.S.
Chief Data Officer
Tanner Health System
Office 770-812-8743

September 9, 2022

Board of Regents
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30324

To whom it may concern:

I am writing in support of University of West Georgia adding a new Master of Science in Applied Business Analytics degree program.

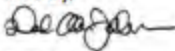
By way of background, I am an alumnus of UWG graduating in 1996 with an AAS in Computer Science and a BBA double majoring in Management and MIS. I have remained involved with UWG since graduating including a number of donations to the university:

- A 2011 major gift endowed the David A. Johnson Applied Econometrics and Analytics Fund at UWG which provided financial resources to begin offering courses in econometrics and business analytics using SAS statistical software at the Richards College of Business.
- Shortly after, I made an additional donation to establish the David A. Johnson Distinguished Scholar which established an endowed faculty position to direct the Predictive Analytics/Econometrics program.
- My most recent donation was the lead major gift of \$1,000,000 to start the process for UWG to construct a new and state of the art building for the Richards College of Business.
- I have also endowed academic and Debate team scholarships.

Prior to my 2011 gift, I found myself trying to hire statisticians in the Atlanta area. I was not able to find many qualified candidates and decided to see what degrees were offered by UWG and the other schools in the metro area. I was shocked to see that there were little to no undergraduate degrees in business analytics. I ended up hiring a candidate that graduated from Georgia State with an MS in Business Economics. He suggested econometrics would be a great field of study for future candidates to add to our team. He shared the syllabus from his masters level introduction to econometrics which I shared with the UWG Development team and challenged them to find a way to allow my major gift to allow the university to offer a class like that to undergraduates. They got that done and I'm so pleased to see how far the university has progressed with offering courses in this important field of study!

I reviewed the prospective list of courses that would be included with this new degree program and strongly believe that it would be a very compelling, valuable, and attractive degree. I hope that this degree can be approved for UWG and pledge to support this effort in any way possible including financially.

Sincerely,



David A. Johnson

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

Mark all that apply

- | | | |
|---|--|---|
| <input type="checkbox"/> High School CTAE | <input type="checkbox"/> Other universities | College of Education, College of Nursing. |
| <input type="checkbox"/> High School STEM | <input checked="" type="checkbox"/> Employers | |
| <input type="checkbox"/> Career academies | <input checked="" type="checkbox"/> Community partnerships | <input type="checkbox"/> None |
| <input type="checkbox"/> TCSG programs | <input type="checkbox"/> Professional associations | |
| <input type="checkbox"/> Other USG institutions | <input checked="" type="checkbox"/> Other (specify below) | |

Attendees to the Annual SAS Summit often offer internships to our students (which can lead to full time employment). Among them: Georgia Power, Georgia Department of Health, Epsilon.

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

No

Yes (If yes, provide additional information about the competing program(s) below).

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

Our service area is primarily the West Georgia Region. However, since the demand for graduates of analytics degrees is so high and there are few programs in the state, this program will likely serve the entire state.

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

No

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

Georgia State, Kennesaw State, and Georgia Tech are in close proximity and offer somewhat similar programs. Kennesaw's program is a pure statistics degree, as opposed to a business degree. Georgia Tech and Georgia State are more closely related to ours since they are also business analytics graduate programs. The program we are proposing will be very applied, will explore partnerships with local and regional businesses, and will be accessible to local and regional students. Additionally, unlike other programs in the region, UWG will offer specializations on healthcare analytics and sports analytics.

Another unique feature of our program is that it offers students the opportunity to obtain two graduate degrees in a short amount of time by combining courses from two colleges. For example, students will be able to get an MS in Applied Business Analytics and an MS in Nursing in a little over two years.

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

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

Related Occupation	SOC code	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings
Management Analysts	13-1111	20,040	23,830	3,780	18.9%	2,350
Market Research Analysts and Marketing Specialists	13-1161	19,990	25,520	5,530	27.7%	2,750
Statisticians	15-2041	550	750	200	35.8%	60
Data Scientists and Mathematical Science Occupations, All Other	15-2098	2,250	3,030	780	35.0%	260

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

Similar or Related Programs	CIP Code	Supply ¹	Competitor Institutions ²

MS in Data Science and Analytics	52.1399	72/3-yr average	Georgia State University
MS in Analytics	52.1399	627/3-yr average	Georgia Institute of Technology
MS in Applied Statistics and Analytics	27.0501	22/ 3-yr average	Kennesaw State University
MS in Business Analytics	52.1301	55/3-yr average	University of Georgia
MS in Supply Chain Analytics	52.0203	3/3-yr average	Clayton State University

¹ Supply = Number of program graduates last year within the study area

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

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

There is a shortage of qualified candidates for the positions of business analysts (or related jobs). For example, according to the Georgia Department of Labor’s Long Term Occupational Projections, there will be an average of 5,420 annual occupation openings related to this type of job. Even assuming that 100 percent of Georgia Tech’s graduates were to stay in the country/state, the region is graduating an average of 779 data analysts every 3 years, or 260 per year. There is ample unmet demand for the field and our program aims to fill some of it with high quality candidates.

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

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
13-1111	\$95,890	Analytical or scientific software Business intelligence and data analysis software Data mining software Administration and Management Sales and Marketing Economics and Accounting Critical Thinking Complex Problem Solving

13-1161	\$63,920	Analytical or scientific software Business intelligence and data analysis software Database reporting software Administration and Management Critical Thinking Complex Problem Solving Economics and Accounting
15-2041	\$95,570	Analytical or scientific software Business intelligence and data analysis software Enterprise application integration software Critical Thinking Complex Problem Solving Mathematics
15-1242	\$96,710	Analytical or scientific software Business intelligence and data analysis software Data mining software Critical Thinking Complex Problem Solving Mathematics
15-2051	\$100,910	Analytical or scientific software Business intelligence and data analysis software Data mining software Critical Thinking Judgment and Decision Making Mathematics

Notes:

28. Using [GOSA Earning and Learnings data](#), what is the typical salary range 5 years after graduation from the program?

Average Salary	75 th Percentile	50 th Percentile	25 th Percentile
1 year after graduation	\$107,563	\$71,289	\$54,782
5 years after graduation	\$138,065	\$98,084	\$70,295

Provide any additional comments, if needed:

Data are for Master’s level “Business, Management, Marketing, and Related Support Services”

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

According to O-Net data and our analysis, the job outlook for graduates of the program is bright. There is ample unmet supply, well paid job openings, and salary increase prospects.

DRAFT

D. CURRICULUM

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

30

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

X No

Yes (If yes, explain the rationale for the request in the space below)

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

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

We will offer the program in two formats: fully face-to-face and fully online.

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

Synchronous

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

X Asynchronous

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

First-Year Experiences

Diversity/Global Learning

Common Intellectual Experiences

ePortfolios

Learning Communities

Service Learning, Community Based Learning

Writing-Intensive Courses

Internships

Collaborative Assignments and Projects

Capstone Courses and Projects

Undergraduate Research

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

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

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

(i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

Students will be required to undertake research projects using real large datasets in multiple core courses, including in ECON 5208, ECON 5408 and ECON 5475.

Students will be required to present their research in the Annual Analytics Summit (formerly SAS Summit).

Students will be encouraged to obtain third party certifications, including SAS Certification.

Students will be encouraged to complete an internship in the industry of their interest. Faculty will work with students to place them in internships.

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

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

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

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

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

Alignment of Occupational KSAs ¹	Student Learning Outcome (s)	Direct Measure (s)	Data Source

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

38. For associate’s, Nexus, and bachelor’s degree proposals, fill in the table below to demonstrate the link between the [learning outcomes](#) and NACE [career ready competencies](#).

Insert more rows as needed. NA

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving		
Oral/Written Communications		
Team Work/ Collaboration		
Digital Technology		
Leadership		
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency		

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

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

Upon completion of the degree, students will be able to:

- **Demonstrate proficiency in a business intelligence application.**
- **Demonstrate proficiency in a data visualization package.**
- **Apply modern data analytical techniques to address real world problems in industry.**
- **Communicate effectively and professionally with data.**
- **Understand ethical and legal concerns of working with data.**

All students will be required to complete five courses, including ECON 5208 (Business Analytics Programming), ECON 5408 (Advanced Visual Analytics), ECON 5475 (Applied Econometrics & Analytics), ECON 6450 (Managerial Economics) and CISM 5390 (Business Intelligence and Data Mining). Learning outcomes will be assessed in these courses according to the map below.

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE							
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Economics		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	
	PROGRAM:	M.S. in Applied Business Analytics	COURSES	Demonstrate proficiency in a business intelligence application.	Demonstrate proficiency in a data visualization package.	Apply modern data analytical techniques to address real world problems in industry.	Communicate effectively and professionally with data.	Understand ethical and legal concerns of working with data.	
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	ECON 5208	M,A	R	I	M	I,A
			2	ECON 5408	R	M,A	R	M,A	R
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	ECON 5475	M	R	M,A	M	R
			4	ECON 6450	I	I	I	R	R
			5	CISM 5390	M	R	R	M	R
			6	ECON 5415	R	R	M	M	M
			7	ECON 6415	M	R	R	R	R
			8	ECON 6430	R	R	M	M	R
			9	NURS 6104	R	R	R	R	M
			10	NURS 6109	R	R	R	R	M
			11	NURS 6115	R	R	R	R	M
			12	ECON 6428	R	R	M	M	M
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			13	MKTG 6868	R	R	M	M	M
			14	MKTG 6850	R	R	M	M	M
			15	CISM 5330	R	R	M	R	R
			16	MGNT 6604	R	R	I	M	R
			17	SPMG 6300	R	R	R	R	R
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			18	SPMG 6310	R	R	R	R	R
			19	SPMG 6320	R	R	R	R	R
			20	SPMG 6330	R	R	R	R	R
			21	ECON 6460	I	I	R	M	I
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.									

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

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Graduating students will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of the graduate program success. Exit survey will be administered in ECON 6450 (Managerial Economics).

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

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

Indicate the word "new" beside new courses

MS in Applied Business Analytics

Students in the MS in Applied Business Analytics will complete five (5) core courses, four (4) courses within a track, and one (1) elective.

Core (5 courses)

ECON 5208 – Business Analytics Programming (NEW)***

ECON 5408 – Advanced Visual Analytics (NEW)***

ECON 5475 – Applied Econometrics & Analytics

ECON 6450 – Managerial Economics

CISM 5390 – Business Intelligence and Data Mining

Tracks

Below are three possible tracks: Healthcare Analytics, Data Intelligence, and Sports Analytics. Students also have the option of designing a different track and submitting it to the director of the program for approval. The four courses must make up a coherent theme.

Healthcare Analytics Track (4 courses):

Students must take:

ECON 5415 –Healthcare Analytics (NEW)***

NURS-6115 –The Business of Healthcare: Financial and Economic Evidence

And choose two (2) of the following:

ECON 6415 –Healthcare Economics (NEW)***

NURS-6104 –Scholarly Inquiry and Data Analysis in Nursing

NURS-6109 –Info, Tech & Healthcare Outcomes

ECON 6430 – Business Cycles and Forecasting

MGNT 6684 – Internship

Data Intelligence Analytics Track (4 courses):

Students must take:

MKTG-6868 –Marketing Models

ECON 6430 – Business Cycles and Forecasting

And choose two (2) of the following:

ECON 6428 – Retail Analytics (NEW) ***

MKTG 6850 –Analytical Methods in Marketing

CISM 5330– Enterprise Architecture

MGNT6604–Production and Operations Management Fundamentals with Quantitative Applications

MGNT 6684 – Internship

Sports Analytics Track (4 courses):

Students must take:

SPMG 6300 – Introduction to Sports Analytics

SPMG 6310 – Big Data and Statistical Analysis in Sports

And choose two (2) of the following:

SPMG 6320 – Analytics in Sports Business

SPMG 6330 – Applied Network Analysis in Sports

ECON 6430 – Business Cycles and Forecasting

ECON 6460 – Economics of Sports (NEW)***

MGNT 6684 – Internship

One Free Elective: choose one from any of the above

Below are two possible programs of study. The first one assumes that students complete 3 courses each semester and one in the summer. The second program of study assumes that students complete 2 courses per semester. Both options include summer.

Sample Program of Study: 9 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
		CISM 5390 – Business Intelligence and Data Mining	3
	Spring	ECON 5475 – Applied Econometrics & Analytics	3
		Chosen Track Course # 1	3
		Chosen Track Course # 2	3
	Summer	ECON 6450 – Managerial Economics	3
Year 2	Fall	Chosen Track Course # 3	3
		Chosen Track Course # 4	3
		Elective	3

Sample Program of Study: 6 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
	Spring	CISM 5390 – Business Intelligence and Data Mining	3
		ECON 5475 – Applied Econometrics & Analytics	3
	Summer	Chosen Track Course # 1	3
		Elective	3
Year 2	Fall	Chosen Track Course # 2	3
		Chosen Track Course # 3	3
	Spring	ECON 6450 – Managerial Economics	3
		Chosen Track Course # 4	3

A preliminary assessment plan is included below.

Student Learning Outcome	Measure/Method	Success Criterion
SLO 1: Demonstrate proficiency in a business intelligence application.	This will be assessed every year, starting in 2023, in ECON 5208 with a project (P). Students will be required to download, manipulate, organize, and summarize data using a business intelligence application. These can include SAS Base 9.4, Python, or R, among others.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the spreadsheet attached.
SLO 2: Demonstrate proficiency in a data visualization package.	This will be assessed every year, starting in 2023, in ECON 5408 with an assignment. Students will be required to download, manipulate, organize, and summarize data visually using a data visualization package. The package can be JMP, SAS Visual Analytics, R, Python, or Tableau, among others.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 2" of the spreadsheet attached.
SLO 3: Apply modern data analytical techniques to address real world problems in industry.	This will be assessed every year, starting in 2023, in ECON 5475 with an assignment.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 3" of the spreadsheet attached.

Student Learning Outcome	Measure/Method	Success Criterion
<p>SLO 4: Communicate effectively and professionally with data.</p>	<p>This will be assessed every year, starting in 2023, in ECON 5408 with an assignment. Students will be required to download, manipulate, organize, and summarize data visually using a data visualization package. The package can be JMP, SAS Visual Analytics, R, Python, or Tableau, among others.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 4" of the spreadsheet attached.</p>
<p>SLO 5: Understand ethical and legal concerns of working with data.</p>	<p>This will be assessed every year, starting in 2023, in ECON 5208 with a series of questions embedded in an assignment or exam.</p>	<p>A score of 80% or higher denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 5" of the spreadsheet attached.</p>

Rubrics:

SLO 1: Demonstrate proficiency in a business intelligence application.			
The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Specification	The program runs and meets all requirements.	The program runs and meets most but not all requirements.	The program does not run, does not display results correctly, or does not meet most of the requirements.
Readability	The code is exceptionally well organized and easy to follow.	The code is fairly easy to follow.	The code is difficult to follow.
Documentation	The code is well documented, and documentation clearly explains what the code is doing. Writing is grammatically correct.	The code is sparsely documented and gives some insight into what the program is doing but is not thorough.	The code is not documented, or the comments are not helpful in helping the reader understand the code.
Efficiency/Elegance	The code is extremely efficient and makes appropriate use of loops, macros and other tools for avoiding repeated code.	The code is not as efficient as it could be. It uses hard code instead of loops, macros or other tools that avoid repetition of code in at least on occasion.	There are many instances in the code where it could have been made more efficient, faster, or more elegant.

SLO 2: Demonstrate proficiency in a data visualization package.

The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Charts-Specification	Charts chosen are adequate to represent the data	At least one chart chosen is adequate to represent the data	None of the charts chosen are adequate for the data
Charts-Execution	Visual representations are attractive and self explanatory	Visuals chosen are attractive but difficult to understand, or easy to follow but not pleasing to the eye	Visuals chosen are not attractive and are confusing.
Tables & Numbers	Data is appropriately summarized in with tables and selected statistical measures	Some data summaries are presented in tables but they are not comprehensive, or tables do not highlight the most important aspects of the data	Data is not summarized in tables or with selected statistics
Efficiency/Elegance	The report is well organized, of business quality, and eye catching	The report is organized, of business quality, but could be improved visually	The report is disorganized, not business quality

SLO 3:Apply modern data analytical techniques to address real world problems in industry.			
For this learning objective, the student will analyze data from downloading to running models and presenting results. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%.			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Data Management	Data are correctly organized as a panel or time series.	Data are adequately organized.	Data are not appropriate for time series forecasting.
Programming	Program runs correctly, is documented correctly, and can be replicated with similar data.	Program runs for the data set provided. Programming may not be generalizable to other settings.	Program poorly written and does not run.
Model Execution	Model is correctly specified and appropriate tests performed	Model is specified correctly but no appropriate tests are performed.	Model is not correctly estimated.
Interpretation of Results	Magnitudes of statistical point estimates are correctly described. Statistical tests are listed and described correctly. Student lists weaknesses of data set and describes limitations accurately. Student accurately makes a prediction for future periods.	Magnitudes of statistical point estimates are correctly described. Statistical tests are listed and described correctly. Student may not describe limitations. Student does not make accurate predictions for future periods.	Student does not correctly interpret magnitudes of the data set and does not list statistical tests.

SLO 4:Communicate effectively and professionally with data.			
Students will be assessed using the same assignment used in PL-SLO 1. The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Purpose	Clearly identifies the purpose and focuses the communication on the purpose	Identifies the purpose. Most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose
Audience	Demonstrates awareness of the audience's identity, knowledge, and context	Demonstrates some awareness of the audience's identity, knowledge, and context but the level of the communication is either too sophisticated for the audience or too simplistic	Does not demonstrate awareness of the audience's identity, knowledge, and context. Audience is not likely to understand the communication.
Content	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Technology/Visual Elements	Demonstrates professional use of technology. All visual elements are relevant to the communication.	Uses some visual elements/some technology in the communication	Does not use technology or visual elements

SLO 5:Understand ethical and legal concerns of working with data.			
Students will be tested with questions that address ethical concerns. A score of 80% or higher exceeds expectations, between 60%-80% meets expectations and below 60% does not meet expectations.			
Potential Questions will address:			
1- When is informed consent needed in the collection of data?			
2- How can informed consent be obtained?			
3- What is an Institutional Review Board?			
4- When should data be anonymized?			
5- How does the Civil Rights Act define disparate impact?			
6- What is HIPAA?			

E. IMPLEMENTATION

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

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2024	2025	2026	2027
Base enrollment ¹		25	25	27
Lost to Attrition (should be negative)		-3	-3	-3
New to the institution	20	20	25	30
Shifted from Other programs within your institution	5	5	5	5
Total Enrollment	25	47	52	51
Graduates	0	22	25	27
Carry forward base enrollment for next year		25	27	34

¹Total enrollment for year 1 becomes the base enrollment for year 2

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

The University of West Georgia has an existing base of students in the SAS Certificate in Data and Analytics offered by the Department of Economics; the University of West Georgia’s Interdisciplinary Certificate in Data and Analytics; and the BBA in Data Intelligence and Business Analytics (DIBA). As of August 2022, there were 33 students in the interdisciplinary certificate and 26 DIBA majors. Our enrollment projection assumes that a portion of these students will pursue the new MS, and that new individuals currently working in the West Georgia area will enroll in the program. We expect about 20 such students. Additionally, we expect a few (5) students to shift from other programs, including the MBA. We expect to reach a projected total number of 51 students by 2026. Our projections are conservative. It is quite possible that enrollment could be higher than projected here, and we are ready to accommodate larger growth.

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

Enrollment growth in graduate programs at UWG matches this projection. Data analytics is a high demand, high growth field. According to O*NET OnLine data, jobs associated with this degree have bright outlooks, and high paying jobs.

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

If projections are not met, the director of the program and teaching faculty will develop a recruitment strategy to increase enrollment.

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

We will work with University Marketing & Communications (UCM) to create marketing materials and a marketing campaign. Promotional materials will be included in the Richards College social media accounts, and the Center for Business and Economic Research Regional Updates. The latter is a publication that highlights economic trends in the West Georgia region, and is distributed to hundreds of local and regional businesses and community organizations.

We will share information about the degree with attendees at our flagship events, including the Economics Forecast Breakfast and the Annual Analytics Summit (formerly Annual SAS Summit). The Economics Forecast Breakfast is attended by almost 400 community and business leaders.

The online program will be marketed via GeorgiaOnMyLine and UWG Online. GeorgiaOnMyLine.org will include a description of the program, learning goals, admissions information, and job prospects. UWG Online will also include a program description, cost, courses, faculty, admissions criteria, admissions dates, and learning objectives.

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

UWG's STEM designated M.S. in Applied Business Analytics prepares students to thrive in a world where decisions are driven by data. Students will learn how to analyze large datasets and apply modern statistical techniques to solve real-world business problems. The program focuses not just on general business but on specific industry-areas such as healthcare, athletics and sports, and retail, allowing students the flexibility to mix and match tracks according to their interests. This program is intended for students who have already successfully completed business statistics courses as an undergraduate and who graduated with a 2.75 or greater GPA (out of a 4.0 scale).]



**RICHARDS COLLEGE
OF BUSINESS**

Core Courses

- ECON 5208 – Business Analytics Programming
- ECON 5408 – Advanced Visual Analytics
- ECON 5475 – Applied Econometrics & Analytics
- ECON 6450 – Managerial Economics
- CISM 5390 – Business Intelligence and Data Mining

**Healthcare
Analytics Track**

- ECON 5415 –Healthcare Analytics
- NURS-6115 –The Business of Healthcare: Financial and Economic Evidence

And choose two (2) of the following:

- ECON 6415 –Healthcare Economics
- NURS-6104 –Scholarly Inquiry and Data Analysis in Nursing
- NURS-6109 –Info,Tech & Healthcare Outcomes
- ECON 6430 – Business Cycles and Forecasting
- MGNT 6684 – Internship

**Sports Analytics
Track**

- SPMG 6300 – Introduction to Sports Analytics
- SPMG 6310 – Big Data and Statistical Analysis in Sports

And choose two (2) of the following:

- SPMG 6320 – Analytics in Sports Business
- SPMG 6330 – Applied Network Analysis in Sports
- ECON 6430 – Business Cycles and Forecasting
- ECON 6460 – Economics of Sports
- MGNT 6684 – Internship

**Data Intelligence
Track**

- MKTG-6868 –Marketing Models
- ECON 6430 – Business Cycles and Forecasting

And choose two (2) of the following:

- ECON 6428 – Retail Analytics
- MKTG 6850 –Analytical Methods in Marketing
- CISM 5330 – Enterprise Architecture
- MGNT6604–Production and Operations Management Fundamentals with Quantitative Applications
- MGNT 6684 – Internship

MS IN APPLIED BUSINESS ANALYTICS

5 core courses, 4 courses in chosen track & 1 free elective



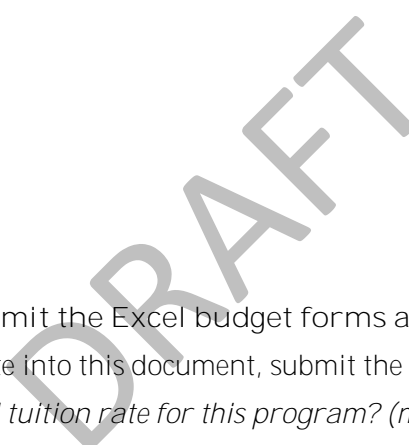
DRAFT

46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs NA

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

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

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



F. RESOURCES

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

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

- No (Move to answer question 48)
- Yes (If yes, answer questions 47a & 47b)

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

In-State per Semester: \$Enter Amount

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

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

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

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

NA

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

NA

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

Personal software licenses through USG ITS.

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

Funding to launch the program will be provided by the University's office of Academic Affairs. Going forward, the program director, together with the Dean's office will monitor program growth and the associated indirect costs at the University of West Georgia through a budget process that allocates resources in accordance with enrollment.

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

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

a. Course Development

The curriculum requires 5 core courses, 4 courses in a track and 1 free elective.

of total courses in the curriculum:

10

# of core courses:	5
# of courses in track # 1 (Healthcare)	choose 4 out of 7
# of courses in track #2(Data Intelligence)	choose 4 out of 7
# of courses in track # 3(Sports)	choose 4 out of 7
# of courses electives	choose 1 out of 16
# of existing courses to be part of the new program	15
Net number of new courses to be developed	6

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

Lizhong Peng will have to develop two new courses, while Joey Smith, and Michael Sinkey will each develop one new course. Professors Peng will be given a course release to prepare the new courses. New faculty will develop two new courses.

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

- a. *How many faculty will be re-directed to this program from existing programs?*

4

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

With the reduction in enrollment in introductory courses (Econ 2105 & 2106) due mostly to losses to ecore and demographic shifts, we have lost 5 classes each semester. This will allow us to reallocate some faculty time to the new program without additional costs. However, we also lost a faculty member last year (Professor Murphy died unexpectedly in November 2021) and another professor (Trung Ly) left this summer for another university. On the net, we are down faculty. Two faculty members (Lizhong Peng and William Smith) will shift some of their efforts from undergraduate teaching to teaching in the new program. Faculty teaching loads in the department will remain the same. Tenured and tenure track faculty will teach 3 courses each semester, and lecturers will teach 4. We'll reallocate 1/3 of professors' Peng and Smith time to the new degree, and 1/9 of professor Sinkey's time. We hope to be able to hire a new faculty member specialized in analytics and will use special lecturers/adjuncts which we have already provisionally sourced to cover other courses in the new degree. We do not expect a significant impact on staff.

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

Adrian Austin
Lizhong Peng
Michael Sinkey
 William J. Smith

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

Some of the courses will be covered by other lecturers and tenured faculty, including Melanie Hildebrandt and Kim Holder. Additionally, we ask for one course release each for Professors Peng and Sinkey who are developing new courses. Professor Smith is the department chair and will not require a course release.

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

One course release each for Lizhong Peng and Michael Sinkey, and Quality Matters training for Lizhong Peng, Michael Sinkey and William Smith (\$1,000 each).

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

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours, D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Adrian Austin (program director)	Professor	ECON-2106 (Principles of Microeconomics) ECON-3406 (Statistics for Business II) ECON-3411 (Intermediate Microeconomics) ECON-3490 (Ethic, Moral, & Phil Fnd Capt) ECON-4475 (Intro to Econometrics) ECON-4485 (Economics of China) ECON-5475 (Applied Econometrics & Analyt) ECON-6450 (Managerial Economics) ECON-6470 (Ethical Found of Capitalism) WMBA-6040 (Managerial Decision Analysis)	Ph.D., Duke University, Economics M.A., Duke University, Economics B.S., University of Memphis, Mathematics	3/3	

David Boldt	Professor	ECON-2105 (Principles of Macroeconomics) ECON-2106 (Principles of Microeconomics) ECON-3402 (Statistics for Business I) ECON-4484 (Seminar in Economics) ECON-4485 (Economy of Eastern Europe) ECON-4486 (Internship in Economics) ECON-6450 (Managerial Economics) ECON-6485 (Economy of Eastern Europe)	Ph.D., University of New Mexico, Economics M.A., University of New Mexico, Economics B.A., San Diego State University, Economics	3/3	
Hilde Patron	Professor	ECON-3402 (Statistics for Business I) ECON-3406 (Statistics for Business II) ECON-3410 (Macroeconomic Policy) ECON-4410 (Money and Banking) ECON-4484 (Seminar in Economics) ECON-4485 (Monetary Econ in UK) ECON-4486 (CBER Internshp Data Analytcs I) ECON-6485 (Money & Banking Study Abroad)	Ph.D., Michigan State University Economics M.A., Universidad de los Andes, Economics B.A., Universidad de los Andes, Economics	3/2	
Lizhong Peng	Associate Professor	ECON-2106 (Principles of Microeconomics) ECON-3406 (Statistics for Business II) ECON-4408 (Visual Analytics) ECON-4415 (Health Economics) ECON-4485 (Healthcare Economics) ECON-6485 (Econ of the Healthcare Industr)	Ph.D., Lehigh University, Economics B.A., Shanghai Jiao Tong University, Economics	3/3	

Michael Sinkey	Associate Professor	ECON-2106 (Principles of Microeconomics) ECON-3402 (Statistics for Business I) ECON-3406 (Statistics for Business II) ECON-3450 (Economics of Sports) ECON-3460 (Forecasting) HONR-3102 (Jr Honr Colloquium: Engagement)	Ph.D., Economics, The Ohio State University M.A., Economics, The Ohio State University B.B.A, Economics, University of Louisville	3/3	Economic Researcher at Research and Evaluation Group, American Institutes for Research 2015-2017.
William "Joey" Smith	Professor	ECON-3402 (Statistics for Business I) ECON-3408 (Intro to Programming Analytics) ECON-3460 (Forecasting) ECON-4475 (Intro to Econometrics) ECON-4480 (Urban and Regional Economics) ECON-4486 (Internship in Fin Economics) ECON-6430 (Business Forecasting) ECON-6470 (Ethical Found of Capitalism) ECON-6485 (Economics of China)	Ph.D. Georgia State University, Economics M.A., Georgia State University, Economics B.S., University of West Georgia, Economics B.A., University of West Georgia, Philosophy	3 courses total	

Jeannie Pridmore	Professor	<p>CISM-2335 (Business Program & Web Design) CISM-3330 (Management of Information Sys) CISM-3335 (Bus Programming & Web Design) CISM-3350 (Networking Research and Cert.) CISM-4330 (Enterprise Architecture) CISM-4350 (Enterprise & Decision Supp Sys) CISM-4386 (Southwire Internship) CISM-4500 (Adv Net Switch,Rte & Wireless) CISM-5330 (Enterprise Architecture) CISM-5500 (Adv Net: Switch, Rte, Wireless) CISM-5600 (Adv Enterp Network, Sec & Auto) CISM-6684 (International Sales Internship) MGNT-6675 (Int'l Work Practicum-Munster) MGNT-6683 (Advanced Networking) MGNT-6685 (Southwire Internship) WMBA-6080 (Management Information Syst) XIDS-2002 (Living on the Edge)</p>	<p>B.A., Chemical Engineering, Auburn University, Auburn, Alabama, 1996 M.B.A., Business Administration, Troy University, Troy, Alabama, 2000 Ph.D., Management of Information Technology and Innovation, Auburn University, Auburn, Alabama, 2007</p>	3/2	<p>USG Chancellor Scholar Associate 2020 Cisco CCNA 1 Instructor Certified 2019 Cisco CCNA 2 Instructor Certified 2019 Cisco Cyberops Instructor Certified 2020 SAP ERPsim Level 2 Instructor Certified 2018</p>
Gelareh (Ellie) Towhidi	Assistant Professor	<p>CISM-3330 (Management of Information Sys) CISM-3335 (Bus Programming & Web Design) CISM-3350 (Networking Research and Cert.) CISM-4330 (Enterprise Architecture) CISM-4355 (Cyber Security)</p>	<p>B.Sc., Industrial Engineering, Alzahra University M.Sc., Information Technology, Iran University of Science and Technology Ph.D., Management Information Systems, University of Wisconsin</p>	3/3	

		<p>CISM-4386 (IT Internship - Southwire)</p> <p>CISM-5330 (Enterprise Architecture)</p> <p>CISM-5355 (Cyber Security)</p> <p>MGNT-4330 (Enterprise Architecture)</p> <p>MGNT-4355 (Cyber Security)</p>			
Joan Deng	Professor	<p>CISM-2201 (Fund of Computer Applications)</p> <p>CISM-2335 (Business Program & Web Design)</p> <p>CISM-3330 (Management of Information Sys)</p> <p>CISM-3335 (Bus Programming & Web Design)</p> <p>CISM-3340 (Data Resr Management & Design)</p> <p>CISM-4386 (Bus Internship (Data Mgmt))</p> <p>CISM-4390 (Information Systems Topics)</p> <p>CISM-5390 (Bus Intelligence & Data Mining)</p> <p>CISM-6331 (Strategic Mgmnt of Inform Tech)</p>	<p>B.A., Economics, Fudan University, 1997</p> <p>M.A., Economics, Fudan University, 2000</p> <p>Ph.D., MIS, Texas A & M University, 2006</p>	3/3	
David Nickell	Professor	<p>MKTG-3803 (Principles of Marketing)</p> <p>MKTG-3808 (Business Research)</p> <p>MKTG-3810 (Social Media & Online Mktg)</p> <p>MKTG-4831 (Business-to-Business Marketing)</p> <p>MKTG-4868 (Marketing Metrics)</p> <p>MKTG-4870 (Marketing Management)</p> <p>MKTG-4885 (Marketing Metrics)</p> <p>MKTG-4886 (Marketing Internship)</p> <p>MKTG-5831 (Business-</p>	<p>Ph.D., Georgia State University,</p> <p>M.B.A., Goizueta Business School at Emory University,</p> <p>B.B.A, University of Kentucky,</p>	3/3	

		to-Business Marketing) MKTG-5868 (Marketing Metrics) MKTG-6815 (Marketing Strategy)			
Beheruz Sethna	Professor	MKTG-3804 (Business Challenges - Honors) MKTG-3808 (Business Research) MKTG-6850 (Analytic. Methods in Marketing) MKTG-6868 (Marketing Models)	BS, B. Tech. (Honors) Electrical Engineering, Indian Institute of Technology M.B.A., Master of Business Administration, Indian Institute of Management, Ahmedabad M. Phil., Master of Philosophy, Columbia University PhD, Business (Marketing), Columbia University Certificate, Certified Computing Professional, Association for Systems Management	3/3	
Cynthia Brown	Professor	NURS-4504 (Nurs Res & Evid-Bas Pract RNs) NURS-6101 (Theoretical Found of Nurs Sci) NURS-6104 (Sch Inq & Data Analy in Nurs) NURS-6105 (Lead for Qual, Safety, & Hlth) NURS-6109 (Info, Tech & Hltcare Outcomes) NURS-6900 (Scholarly Writing) NURS-9003 (Prin of Qual Inq Design & Meth) NURS-9005 (Nurs Theory in Nursing Educ) NURS-9014 (Directed Readings) NURS-9015 (Dissertation) NURS-9016 (Distance Education in Nursing) NURS-9019	Post-doctoral Clinical Research Fellowship University of Virginia School of Nursing Complementary & Alternative Therapies DNS Nursing Florida Atlantic University MS Nursing Florida Atlantic University BSN Nursing University of Southern Maine Diploma Nursing New England Deaconess Hospital School of Nursing	4/4	

		(Comprehensive Exam)		
Laura Caramanica	Professor	<p>NURS-4300 (Clinical Specialty Practice)</p> <p>NURS-4302 (Clinical Practice IV)</p> <p>NURS-6101 (Theoretical Found of Nurs Sci)</p> <p>NURS-6105 (Lead for Qual, Safety, & Hlth)</p> <p>NURS-6115 (BoH: Fin & Econ Evidence)</p> <p>NURS-6116 (Leading Human Resource Systems)</p> <p>NURS-6117 (Hlth Sys Lead:Leader/Mgnr I)</p> <p>NURS-6118 (Hlth Sys Lead:Leader/Mgnr II)</p> <p>NURS-6119 (Hlth Sys Leader/Mgnr Prac I)</p> <p>NURS-6120 (Hlth Sys Leader/Mgnr Prac II)</p> <p>NURS-6122 (Hlth Sys Lead CNL Prac I)</p> <p>NURS-6124 (Hlth Sys Lead Role of CNL)</p> <p>NURS-6900 (Scholarly Writing)</p> <p>NURS-9006 (Edu & Hlthcare Policy Analysis)</p> <p>NURS-9013 (Nurs Ed Lead for Div 21st Cent)</p>	<p>PhD Nursing Administration/ University of Connecticut</p> <p>M.Ed. Educational Leadership/Nursing Columbia University Administration</p> <p>BSN Nursing Administration University of Bridgeport</p> <p>Diploma Nursing Hartford Hospital School of Nursing</p>	3/3

		<p>NURS-9015 (Dissertation) NURS-9019 (Independent Study)</p>		
<p>Wooyoung William Jang</p>	<p>Assistant Professor</p>	<p>SPMG-3665 (Communication in Sport) SPMG-3670 (Practicum) SPMG-4680 (Applied Res Meth in Sprt Mgmt) SPMG-4685 (Field Market Research) SPMG-6140 (Strategic Sales & Marketing) SPMG-6150 (Applied Comm & Tech in Sport) SPMG-6300 (Intro to Sport Analytics) SPMG-6310 (Big Data & Stat Analysis Sport) SPMG-7685 (Esport in Institutions of High XIDS-2002 (Playing/Watching Esports Games)</p>	<p>Ph.D., Sport Management, Indiana University M.S., Sport Management, University of Georgia B.S., Golf Management, Kyung Hee University</p>	<p>3/3</p>

		SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3665 (Communication in Sport) SPMG-4030 (Sales and Promotion in Sport) SPMG-4665 (Sport Marketing and Promotion) SPMG-4680 (Applied Res Meth in Sprt Mgmt) SPMG-4685 (Sport Analytics & Fan Engageme) SPMG-6102 (Revenue Generation in Sport) SPMG-6120 (Strat. Mngt Sport Organization) SPMG-6130 (Research & Assessment in Sport) SPMG-6150 (Applied Comm & Tech in Sport) 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) SPMG-7110 (Sport Management Capstone) SPMG-7685 (Independent Study)	Ph.D., Sport Management, Indiana University M.S., Sport Management, Florida State University B.S., Mechanical Engineering, Business Administration (Double Major), Sung Kyun Kwan University		
Young Ik Suh	Associate Professor				3/3
New Tenure Track Faculty					3/3
New Lecturer					4/4

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

a. *How many new faculty will be needed for this program over the next four years? Enter # 2*

Explanation: 1 new tenure track, 1 lecturer, and industry experts as adjuncts. We are down two faculty members (one passed away last year and another one moved to another university this summer). Additionally, Lizhong Peng, Michael Sinkey, and Joey Smith will

shift away from some of their current teaching responsibilities to teach in the new M.S. degree. Therefore, we need faculty to cover existing courses that are currently being taught by professors Peng, Sinkey, and Smith. Additionally, we need new faculty with analytics expertise. We want to hire a tenure track faculty member with experience in health economics and health analytics because we think that the healthcare analytics track will make us very attractive and differentiate us from any school in the area. We also want to hire one lecturer with experience in analytics programming. Finally, we want to hire adjunct faculty currently working in different industries to bring their expertise and connections into the classroom.

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

1

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

One faculty member will serve as director of the program.

DRAFT

F3. Facilities – complete the questions below:

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

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

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

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

Capital Costs for Needed Facilities and Space

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

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

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

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

No.

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

NA

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

No (Move to Question 63).

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

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

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		2 in Roy Richards Hall		Fall, Spring, Summer
Fine Arts Spaces ¹				
Classrooms		3 in Roy Richards Hall		per semester
Meeting Rooms				
Student Study Space				
Other (Specify)				

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

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

No.

F4. Technology

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

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				
5				
6				
Total Technology Costs		0	0	

DRAFT

G. RISKS AND ASSUMPTIONS

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

Risk	Severity	Probability	Risk Mitigation Strategy
None			

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

We assume this is SACSCOC - notification only since less than 50% of courses in the program are new.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page? Yes.

DRAFT

Course Descriptions:

ECON 5208 – Business Analytics Programming (NEW)***

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECON 3402, ECON 3406, or equivalent

This course introduces Business Analytics students to modern methods used for creating, accessing, handling, processing, analyzing and presenting data from a variety of sources. This course emphasizes a hands-on, practical approach to data analysis with SAS, an industry-standard data intelligence software package available for MS Windows, Linux, and UNIX and other operating systems.

ECON 5408 – Advanced Visual Analytics (NEW)***

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make charts in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, and bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau and R. We will cover how to create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis, tree-based methods, and natural language processing.

ECON 5415 –Healthcare Analytics (NEW)****

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to state-of-the-art analytical methods widely used in the healthcare industry. Students will gain exposure to a wide array of data across different healthcare settings (such as clinical data, encounter data, and health insurance claims data). The goal is to demonstrate how healthcare data can be used to generate insights and actionable items that can help various stakeholders (e.g., providers, patients, and regulatory agencies) improve business processes and deliver care at the most cost effective point. We will provide an in-depth treatment of core methods in healthcare evaluation, health economics and outcome research (HEOR), and predictive analytics. The course consists of three modules: (1) healthcare data processing and reporting; (2) quality and outcome measurement; and (3) modeling and predicting outcome and cost. We will be using R as the main statistical tool throughout the course.

ECON 6415 –Healthcare Economics (NEW)***

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the study of health economics. We will cover a wide range of important topics in the field, while focusing on the healthcare system in the United States. The first half of the course will be devoted to applying standard microeconomic theory to studying the behavior of various economic agents in the healthcare market (e.g. patients, physicians, hospitals, and insurance companies, etc.). In the second half of the course, we will examine the evolution of healthcare industry in the U.S. as well as the effects and implications of various government policies (such as Medicare, Medicaid, and the Affordable Care Act).

ECON 6428 – Retail Analytics (NEW) ***

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECON 3402, ECON 3406, or equivalent

This course discusses how retailers and manufacturers use customer data and modern analytic tools to make pricing, promotion, marketing, and managerial decisions. The course is very hands-on and all of the data we work with is from real industry cases.

ECON 6460 - Economics of Sports (NEW) ***

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This class provides a rigorous treatment of the economics of sports. We will cover topics such as the financing of public stadiums, arenas and special events, labor market issues such as player salaries and collective bargaining, competitive balance, ticket pricing, Title IX requirements and gender equity in sports, NIL (name, image and likeness) and the origins of amateurism, tournament structure, and other topics as time permits. This class will also delve into econometrics and potential sabermetric applications. We will use statistical software such as R and spreadsheet software such as Excel to manipulate and analyze different types of sports data.

ECON 5475 - Applied Econometrics and Analytics

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECON 6430

The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of data presentation, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. An industry-standard business analytics software will be used in this course.

ECON 6430 - Business Forecasting

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a survey of forecasting methods used by managers and forecasting practitioners. Topics include time-trend, regression-based, time-series decomposition, and auto-regressive moving average methods.

ECON 6450 - Managerial Economics

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: (ECON 2105 or ECON 2106) and ECON 3402

This course builds skills in microeconomic analysis for managers and provides a conceptual foundation for further functional area studies. Topics include consumer and producer theory, industrial organization, and aspects of game theory and statistical analysis.

CISM 5390 - Business Intelligence and Data Mining

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will teach the fundamental concepts of business intelligence and several data mining software tools (SAS Enterprise Miner and SAS Visual Analytics) that enable organizations to strive for business intelligence. The course will be hands-on and the emphasis will be placed on learning how to derive business value from large amounts of data using data mining tools. Students also explore issues and trends in data mining and

visualization. Students who have taken CISM 4390 cannot take CISM 5390.

CISM 5330 - Enterprise Architecture

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Successful organizations use Enterprise Architecture (EA) as a business strategy. EA is the organizing structure for business processes and IT infrastructure. Top performing organizations know how to design their business processes and IT infrastructure for success of their current operations, and the most successful companies know how to expand their EA to enable innovation and to seize a competitive advantage for the future. This course will introduce students to how EA is used as a business strategy and a business enabler. A final research project will include design thinking methods and the use of SAP enterprise systems design tools to extend an organization's EA. Students who have taken CISM 4330 cannot take CISM 5330..

MKTG 6850 - Analytical Methods in Marketing

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MKTG 3808

Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly-used statistical methods and the use of SPSS - a software package which is helpful in the analysis of marketing data. Skill sets developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

MKTG 6868 - Marketing Models

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to the MBA program

This course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ statistical software to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

MGNT 6604 - Production and Operations Management Fundamentals with Quantitative Applications

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the qualitative and quantitative fundamentals of Production/Operations management which provides a foundation for application of quantitative techniques.

NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6101 and NURS 6102

A course designed to prepare master's prepared nurses with the skills and knowledge needed to use evidence-based findings to provide high quality nursing care, initiate change, and promote evidence-based practice in the context of caring science.

NURS 6109 - Informatics, Technology, and Healthcare Outcomes

(2-3 (variable credit) Lecture Hours 0 Lab Hours 2-3 (variable credit) Credit Hours)

This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

NURS 6115 - The Business of Healthcare: Financial and Economic Evidence

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course builds capability related to practice in a dynamic and complex healthcare financial environment.

The course covers principles of healthcare economics; third party reimbursement; costing; budgets and budgeting; variance; economic evaluation methods; and writing a business plan to successfully defend or market a healthcare program.

SPMG 6300 - Intro to Sport Analytics

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

SPMG 6310 - Big Data & Stat Analysis Sport

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPMG 6300

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems.

SPMG 6320 - Analytics in Sport Business

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPMG 6300

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics.

SPMG 6330 - Applied Network Analysis Sport

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPMG 6300

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world data sets.

Sample Program of Study: 9 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
		CISM 5390 – Business Intelligence and Data Mining	3
	Spring	ECON 5475 – Applied Econometrics & Analytics	3
		Chosen Track Course # 1	3
		Chosen Track Course # 2	3
	Summer	ECON 6450 – Managerial Economics	3
Year 2	Fall	Chosen Track Course # 3	3
		Chosen Track Course # 4	3
		Elective	3
Sample Program of Study: 6 Credit Hours Per Semester with Summer Option			
	Semester	Course/Title	Hours
Year 1	Fall	ECON 5208 – Business Analytics Programming	3
		ECON 5408 – Advanced Visual Analytics	3
	Spring	CISM 5390 – Business Intelligence and Data Mining	3
		ECON 5475 – Applied Econometrics & Analytics	3
	Summer	Chosen Track Course # 1	3
		Elective	3
Year 2	Fall	Chosen Track Course # 2	3
		Chosen Track Course # 3	3
	Spring	ECON 6450 – Managerial Economics	3
		Chosen Track Course # 4	3

M.S.

Applied Business Analytics

Student Learning Outcome	Measure/Method	Success Criterion
SLO 1: Demonstrate proficiency in a business intelligence application.	This will be assessed every year, starting in 2023, in ECON 5208 with a project (P). Students will be required to download, manipulate, organize, and summarize data using a business intelligence application. These can include SAS Base 9.4, Python, or R, among others.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the course syllabus.
SLO 2: Demonstrate proficiency in a data visualization package.	This will be assessed every year, starting in 2023, in ECON 5208 with a project (P).	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the course syllabus.
SLO 3: Apply modern data analytical techniques to address real world business problems.	This will be assessed every year, starting in 2024, in ECON 5208 with a project (P).	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the course syllabus.
SLO 4: Communicate effectively and professionally with data.	This will be assessed every year, starting in 2023, in ECON 5208 with a project (P).	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the course syllabus.
SLO 5: Understand ethical and legal concerns of working with data.	This will be assessed every year, starting in 2023, in ECON 5208 with a project (P).	A score of 80% or higher denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of the course syllabus.

PL-SLO 1: Demonstrate proficiency in a business intelligence application.			
The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Specification	The program runs and meets all requirements.	The program runs and meets most but not all requirements.	The program does not run, does not display results correctly, or does not meet most of the requirements.
Readability	The code is exceptionally well organized and easy to follow.	The code is fairly easy to follow.	The code is difficult to follow.
Documentation	The code is well documented, and documentation clearly explains what the code is doing. Writing is grammatically correct.	The code is sparsely documented and gives some insight into what the program is doing but is not thorough.	The code is not documented, or the comments are not helpful in helping the reader understand the code.
Efficiency/Elegance	The code is extremely efficient and makes appropriate use of loops, arrays, and other tools for avoiding repetition.	The code is not as efficient as it could be. It uses hard code instead of loops, arrays, or other tools that avoid repetition.	There are many instances in the code where it could have been made more efficient, faster, or more elegant.

PL-SLO 2: Demonstrate proficiency in a data visualization package.

The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Charts-Specification	Charts chosen are adequate to represent the data	At least one chart chosen is adequate to represent the data	None of the charts chosen are adequate for the data
Charts-Execution	Visual representations are attractive and self explanatory	Visuals chosen are attractive but difficult to understand, or easy to follow but not pleasing to the eye	Visuals chosen are not attractive and are confusing.
Tables & Numbers	Data is appropriately summarized in with tables and selected statistical measures	Some data summaries are presented in tables but they are not comprehensive, or tables do not highlight the most important aspects of the data	Data is not summarized in tables or with selected statistics
Efficiency/Elegance	The report is well organized, of business quality, and eye catching	The report is organized, of business quality, but could be improved visually	The report is disorganized, not business quality

PL-SLO 3: Apply modern data analytical techniques to address real world problems in industry.

For this learning objective, the student will analyze data from downloading to running models and presenting results. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%.

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Data Management	Data are correctly organized as a panel or time series.	Data are adequately organized.	Data are not appropriate for time series forecasting.
Programming	Program runs correctly, is documented correctly, and can be replicated with similar data.	Program runs for the data set provided. Programming may not be generalizable to other settings.	Program poorly written and does not run.
Model Execution	Model is correctly specified and appropriate tests	Model is specified correctly but no	Model is not correctly estimated.
Interpretation of Results	Magnitudes of statistical point estimates are	Magnitudes of statistical point estimates	Student does not correctly interpret

PL-SLO 4: Communicate effectively and professionally with data.			
Students will be assessed using the same assignment used in PL-SLO 1. The assignment will be graded out of a total 20 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	4-5 points	2-3 points	0-1 points
Purpose	Clearly identifies the purpose and focuses the communication on the purpose.	Identifies the purpose. Most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose.
Audience	Demonstrates awareness of the audience's identity, knowledge, and context.	Demonstrates some awareness of the audience's identity, knowledge, and context but the level of	Does not demonstrate awareness of the audience's identity, knowledge, and context. Audience is not
Content	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Technology/Visual Elements	Demonstrates professional use of technology. All visual elements are relevant to the communication.	Uses some visual elements/some technology in the communication.	Does not use technology or visual elements.

PL-SLO 5: Understand ethical and legal concerns of working with data.

Students will be tested with questions that address ethical concerns. A score of 80% or higher exceeds expectations, between 60%-80% meets expectations and below 60% does not meet expectations.

Potential Questions will address:

- 1- When is informed consent needed in the collection of data?
- 2- How can informed consent be obtained?
- 3- What is an Institutional Review Board?
- 4- When should data be anonymized?
- 5- How does the Civil Rights Act define disparate impact?
- 6- What is HIPAA?

CRIM - 6284 - Graduate Capstone

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CRIM

Course Number* 6284

Course Title* Graduate Capstone

Course Type*

Criminology

Catalog Course Description* This course is designed to provide graduate students with a capstone experience emphasizing integration of knowledge acquired in previous courses and serves as an alternative to the thesis option. This course is designed for students to demonstrate in-depth knowledge and critical thinking in regard to a specific criminological/criminal justice issue by completing an exit paper.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites CRIM 6000, CRIM 6003, CRIM 6010 and CRIM 6013

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

Satisfactory/Unsatisfactory - No IP


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

Justification and Assessment

What is the rationale for adding this course?* This course is being added to streamline the MA program by replacing our comprehensive exam with a capstone course that has an exit paper.

Student Learning Outcomes* Course Objectives:
Explain and critically evaluate issues in criminal justice/criminology
Apply criminological theory to explain crime and criminal behavior
Analyze current research and analytic strategies within criminal justice/criminology literature
Evaluate or develop criminal justice/criminological policy

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 15

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

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

Fee Justification

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

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

ECON - 5208 - Business Analytics Programming

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

5208

Course Title

Business Analytics Programming

Course Type

Economics

Catalog Course Description

This course introduces Business Analytics students to modern methods used for creating, accessing, handling, processing, analyzing and presenting data from a variety of sources. This course emphasizes a hands-on, practical approach to data analysis with SAS, an industry-standard data intelligence software package available for MS Windows, Linux, and UNIX and other operating systems.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites

ECON 3402 and ECON3406 or equivalent with a minimum grade of 'C' in each

Concurrent Prerequisites**Corequisites****Cross-listing****Restrictions**

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the new MS in Applied Business Analytics. The program will require five core courses of all students, including Business Analytics Programming. The demand for data analysts (and related jobs) currently exceeds supply with over 7,000 new job openings expected in Georgia before 2030.

Student Learning Outcomes

Upon completion of this courses, students will: 1. become familiar with the SAS programming language, 2. be able to create and manipulate SAS datasets, 3. be able to carry out basic exploratory data analysis, both statistical and graphical/visual, using SAS, and 4. become effective, self-reliant data analysts and SAS programmers.

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification

Originator

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[ECON-5208 - syllabus.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 3:32 pm

Recent Comments

- There are no comments available for this proposal.

Business Analytics Programming

ECON-5208

Description

This course introduces Business Analytics students to modern methods used for creating, accessing, handling, processing, analyzing and presenting data from a variety of sources. This course emphasizes a hands-on, practical approach to data analysis with SAS, an industry-standard data intelligence software package available for MS Windows, Linux, and UNIX and other operating systems.

Requisites

Prerequisites:

ECON 3402 and ECON3406 or equivalent with a minimum grade of 'C' in each.

Contact Information

There are 16 instructional modules or sections in this course. The semester is a total of three months long or about 14 weeks of instruction time. The exercise will be aimed at practicing what we cover in the lectures. The exams will consist of practical exercises combining or integrating what we have covered in several lectures.

Materials

These two books are optional, however, used they are very inexpensive references for the SAS programming language.

The Little SAS® Book: A Primer, 5th edition (or later), by Lora Delwiche & Susan Slaughter, The SAS® Institute, 2013. Kindle edition also available.

Learning SAS® by Example: A Programmer's Guide (by Ron Cody, The SAS® Institute, 2007).

Outcomes

Course Objectives:

1. To introduce and familiarize students with the SAS programming language.
2. To teach students how to create and manipulate SAS dataset.
3. To instruct students in basic exploratory data analysis, both statistical and graphical/visual, using SAS.
4. To guide students into becoming effective, self-reliant data analysts and SAS programmers.

Evaluation

Grading

50% of the final grade comes from the two midterms (25% each).

50% of the final grade comes from homework assignments (about 12-14).

Final grades are based on the standard scale:

A: $\geq 90\%$

B: 80 - $< 90\%$

C: 70 - $< 80\%$

D: 60 - $< 70\%$

F: $< 60\%$

Breakdown

Topics Covered:

1. Introduction to SAS and Accessing the Virtual Lab
 1. What is SAS?
 2. Accessing SAS in the UWG Virtual Lab
 3. The SAS Environment (Display Manager)
 4. Types of SAS Files (data, programs, logs, output)
 5. Introduction to the SAS Programming Language and a First Program

6. Documenting programs
7. Modifying data
2. SAS Getting Data into SAS
 1. Methods for Getting Data into SAS (Several Examples using INFILE and INPUT)
 2. SAS Data Import Wizard
 3. Variable Names - Dos and Don'ts
 4. Temporary and Permanent Datasets
 5. Direct Referencing Permanent SAS Datasets
 6. Introducing Character Values, Numeric Variables, & SAS Dates and Issues You May Not Expect.
3. Introduction to Proc
 1. Basic Syntax
 2. Proc Contents
 3. Proc Sort
 4. Proc Means (with summing and averaging by a characteristic)
 5. Proc Freq (with one and two way frequencies)
4. More Complex Data
 1. Comma Separated Value Files
 2. Space Delimited Files
 3. Other Delimiters
 4. Raw TXT files with Defined (Fixed) Column Spacing (INFILE and INPUT statements)
5. Putting Datasets Together
 1. Merge Statements
 1. One-to-one, One-to-many, and Many-to-many Merges
 2. Brief Look at PROC SQL Alternatives to Merge Statements
6. Introduction to Conditional Processing
 1. Using IF, IF-THEN, IF-THEN-ELSE
 2. Dummy Variables and Categorical Variables
 3. The IN Operator
 4. IF-THEN-DO
 5. Boolean Logic in IF statements
 6. SELECT
 7. WHERE
 8. LIKE
 9. Sounds Like *=
7. SAS Basic Syntax
 1. Creating Libraries to Hold Your Data (Temporary, Semi-Permanent, Permanent)
 2. PROC CONTENTS to Find Out What's in There
 3. Using SAS Data Sets as an Input Data Set
 4. DATA _NULL_
 5. Simple Procedures and Data Steps, and Semicolons

- 6. PROC PRINT, PROC FREQ, PROC MEANS and PROC CONTENTS
- 8. Characteristics of SAS Variables
 - 1. Lengths, Labels, and Formats (What's in a Name...or, a Label?)
 - 2. Creating Your Own SAS Datasets
 - 3. Reading Raw Data
 - 4. Reading Other External Files into SAS
 - 5. Continuous vs Categorical Variables
 - 6. Common Procedures for Examining Data
- 9. Changing and Manipulating the Contents of SAS Datasets
 - 1. Creating and Changing Variables
 - 2. Sub-setting with Conditional Processing
 - 3. Character Functions
 - 1. Changing the Case
 - 2. Joining with || Concatenate
 - 3. Splitting with Substr ().
 - 4. Removing Leading or Trailing Blanks.
 - 5. Removing Specific Characters from a String.
 - 4. Conditional Processing
 - 5. Automatic SAS Variables
- 10. SAS Functions
 - 1. Purpose of Functions
 - 2. Types of Functions
- 11. Outputting Data and Results in SAS
 - 1. Exporting a SAS Dataset
 - 2. Output Delivery System (ODS)
 - 3. Using PROC FREQ for Histograms, Frequency Distributions and Cumulative Distributions
 - 4. Using PROC MEANS to Create Summary Data Sets
- 12. Creating Tabular Reports
 - 1. PROC TABULATE
 - 2. Customizing Tables
 - 3. Missing Values and the Effect on PROC TABULATE
- 13. SAS Macros
 - 1. Simple Macro Statements
 - 2. Macro Programs and Passing Variables
 - 3. CALL Routines
- 14. Graphics in SAS
 - 1. ODS Graphics – Making Graphs with Data
 - 2. Choosing the Appropriate Graphic for your Data
- 15. Brief Introduction: Do Loops and Arrays in SAS
- 16. Brief Introduction: SAS SQL (PROC SQL)
- 17. Introduction to Econometrics in SAS
 - 1. PROC REG
 - 2. PROC LOGISTIC

3. PROC GLM
4. PROC GENMOD

Criteria

Assignments

The following is a tentative list and description of the exercises. These may be modified based on the actual covered content within each section.

Section 1, 2, & 3	Access the UWG Virtual Lab. Use SAS program to create data set with numbers, text, dates. Use Import Wizard, Use Infile/Input for more complex data formats. These three parts are counted as a single assignment grade.
Section 4	Write a program to create a SAS library. Reading and Writing SAS files. Changing variable names, labels, types. Use PROC PRINT and CONTENTS to examine the structure of a data file. Use PROC MEANS and FREQ to produce descriptive statistics for numeric and non-numeric data.
Section 5	Converting numbers from numeric to text variables (e.g., SSNs, FIPS Codes, IDs). Converting numbers from text to numeric (or similar) variables (e.g., currency, dates, numbers with commas). Creating dummy variables from text and numeric data.
Section 6	Sorting data by one and then many keys. MERGE data BY to ensure proper matching. What to do with non-merging observations.
Section 7	Splitting data sets based on the value of a variable. Eliminating observations based on a conditional statement. Use DROP and/or KEEP statements to eliminate/retain variables in a data set. Using Text functions to clean “dirty” data.
Section 8	Functions to make new variables from old ones. Math functions, IF/IF-THEN + Boolean functions to create sub-sets of data.
Section 9	Creating a simple SAS Data Report, with Graphs.
Section 10	Creating a more complex SAS Data Report.
Section 11	Using SAS Macro language to improve programming efficiency. Creating macro variables. Creating a macro that passes multiple variables to a block of code.

Section 12	Making more interesting graphs with SAS ODS and SGPLOT
Section 13	Processing data with loops and arrays. Calculate daily rates of returns for a list of stocks based on prices using arrays and loops, rather than hard-coding each.
Section 14	Using SQL in SAS to merge and to sub-set data sets.

Schedule

The aim for the summer schedule is to cover two topics per week along with exercises for each.

College/School Policies

Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, **I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor.**

I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.

I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.

Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

About the Richards College of Business

Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission

We are in the business of transforming lives through education, engagement, and experiences.

Strategic Goals and Values

Student Success

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

Academic Success

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

Operational Success

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

Institutional Policies

Academic Support

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

Center for Academic Success: The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For 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 Help](#) site.

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

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](#) 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: http://www.usg.edu/hb280/additional_information#

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

Mental Health Support

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

[Online counseling](#) 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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

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

ECON - 5408 - Advanced Visual Analytics

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

5408

Course Title

Advanced Visual Analytics

Course Type

Economics

Catalog Course Description

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make charts in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, and bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau and R. We will cover how to create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the

opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis, tree-based methods, and natural language processing.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

ECON4408

Restrictions

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the new MS in Applied Business Analytics. The program will require five core courses of all students, including Advanced Visual Analytics. The field of data analyst is very much on demand with over 7,000 projected job openings in Georgia over the next decade and median annual wages over \$100,000 (according to O-Net) . Visual analysis of data is a key component of the data scientist/analyst job.

Student Learning Outcomes

Upon successfully completing this course students will be able to: 1) perform data processing and manipulation for analytical purposes, 2) create a wide range of basic charts appropriate for the underlying data, 3) design and implement interactive charts and dashboards, 4) demonstrate a working knowledge of modern statistical learning techniques and their applications together with data visualization tools.

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification

Originator

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[Econ5408 Advanced Visual Analytics Syllabus.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 8:49 am

Recent Comments

- There are no comments available for this proposal.

Econ5408 Course Syllabus: Advanced Visual Analytics

General Information

- **Instructor:** Dr. Lizhong Peng
- **Email:** lpeng@westga.edu (please email me directly via this address)
- **Office:** Richards Hall 354

Textbook & Materials

- Suggested Texts:
 - Loth, Alexander, *Visual Analytics with Tableau*, 1st edition, Wiley.
 - Shmueli, Galit, Peter C. Bruce, Inbal Yahav, Nitin R. Patel, and Kenneth C. Lichtendahl, Jr, *Data Mining for Business Analytics: Concepts, Techniques, and Applications in R*, 1st edition, Wiley.
 - Gareth, James, Daniela Witten, Trevor Hastie, Robert Tibshirani, *An Introduction to Statistical Learning with Applications in R*, 7th edition, Springer.
- Students are also required to have access to R for homework assignments and exams.
- Other Course Material: course information will also be available on Course Den. This page will provide important announcements and access to course materials (e.g. lecture slides, problem sets, and reading assignments). Please be sure to check this page on a regular basis.

Course Description

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, and bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau and R. We will cover how to create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly

available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis, tree-based methods, and natural language processing.

Learning Objectives

Upon successfully completing this course you will be able to:

- perform data processing and manipulation for analytical purposes,
- create a wide range of basic charts appropriate for the underlying data,
- design and implement interactive charts and dashboards,
- demonstrate a working knowledge of modern statistical learning techniques and their applications together with data visualization tools.

Grades & Examinations

Grades will be determined as follows:

- 30% Problem sets
- 40% Midterm Exam
- 30% Final Exam

Homework. There will be **four** homework assignments throughout the semester. Each assignment must be submitted in class on the due date (which will be announced in class). In addition to counting towards your term grade, the homework assignments will serve as good preparation for the exams. **Please note that I do not accept late homework.**

Exams. There will be **one** in-class midterm exam and **one** take-home final exam (empirical project). **Please note that I generally do not administer make-up exams.** Make-ups for any exam require verifiable documentation (e.g. doctor's notes) and are granted solely based on my discretion (you will also use a different version of the test in such cases). Otherwise, a "zero" will be entered for the missed exam.

Attendance Policy

Students are encouraged to attend every lecture. Active participation in lectures will significantly improve your class participation grade. I will take attendance several times during the semester, which will determine your participation grade for the course.

Academic Integrity

All homework, quizzes, and exams are to be completed on your own. Any academic misconduct may result in a “**zero**” for the assignment or an “**F**” in the course.

Common Syllabus Language

IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

Course Outline

This outline is **tentative**. We may add or remove topics as the course goes. Any adjustments, particularly later in the semester, will be noted.

- **Topic 1: Introduction**
 - The scope of visual analytics and data science
- **Topic 2: Data Management**
 - Data structure
 - Import and export data
 - Merge and join datasets
 - Reshape, collapse, and aggregate data
- **Topic 3: Basic Descriptive Graphs**
 - Bar chars, pie charts, and line graphs
 - Improve aesthetic aspect of graphs (legend, axis, marker, and color)
 - Overlay and combine graphs (e.g. dual axis charts)
 - Time series graphs and forecasting
- **Topic 4: More Advanced Data Manipulation**
 - Process string variables
 - Work with date and time variables
 - Deal with missing data (sample selection and imputation techniques)
- **Topic 5: Maps**
 - Basic thematic maps (filled maps and density mapss)
 - Map layers
 - Geocoding and reverse geocoding (spatial data)

- **Topic 6: Interactive Charts**
 - Basics of interactive charts
 - Dashboard design and implementation
- **Topic 7: Introduction to Predictive Modeling**
 - Overview of statistical learning
 - Univariate linear regression models
 - Multiple linear regression models
- **Topic 8: More Advanced Modeling Techniques**
 - Regularization
 - Ridge and LASSO regressions
 - Classification methods (logistic regression and K-nearest neighbors)
 - Tree-based methods (regression trees, classification trees, and random forests)
 - Natural language processing
- **Additional Topics (time permitting)**

ECON - 5415 - Healthcare Analytics

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

5415

Course Title

Healthcare Analytics

Course Type

Economics

Catalog Course Description

This course provides an introduction to state-of-the-art analytical methods widely used in the healthcare industry. Students will gain exposure to a wide array of data across different healthcare settings (such as clinical data, encounter data, and health insurance claims data). The goal is to demonstrate how healthcare data can be used to generate insights and actionable items that can help various stakeholders (e.g., providers, patients, and regulatory agencies) improve business processes and deliver care at the most cost effective point. We will provide an in-depth treatment of core methods in healthcare evaluation, health economics and outcome research (HEOR), and predictive analytics. The course consists of three modules: (1) healthcare data processing and reporting; (2) quality and outcome measurement; and (3) modeling and predicting outcome and cost. We will be using R as the main statistical tool throughout the course.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the healthcare analytics track of the new MS in Applied Business Analytics. Health informatics is a well paid in-demand job. Median salaries in Georgia are around \$99,000 with 47,500 projected job openings before 2030 (O-Net).

Student Learning Outcomes

Upon successfully completing the course students will be able to: (1) recognize the different types of healthcare data, how each is processed, and reported, (2) demonstrate how healthcare data can be used

to generate insights and actionable items, and (3) understand how to implement the core methods used in healthcare evaluation, healthcare economics, and outcome research

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification

Originator

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[Econ5415_Healthcare_Analytics.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 9:42 am

Recent Comments

- There are no comments available for this proposal.

Econ5415 Course Syllabus: Healthcare Analytics

General Information

- **Instructor:** Dr. Lizhong Peng
- **Email:** lpeng@westga.edu (please email me directly via this address)
- **Office:** Richards Hall 354

Textbook & Materials

- **Suggested Textbook:** no textbook is necessary for this course.
- **Other Course Material:** course information will also be available on Course Den. This page will provide important announcements and access to course materials (e.g. lecture slides, problem sets, and reading assignments). Please be sure to check this page on a regular basis.

Course Description

This course provides an introduction to state-of-the-art analytical methods widely used in the healthcare industry. Students will gain exposure to a wide array of data across different healthcare settings (such as clinical data, encounter data, and health insurance claims data). The goal is to demonstrate how healthcare data can be used to generate insights and actionable items that can help various stakeholders (e.g., providers, patients, and regulatory agencies) improve business processes and deliver care at the most cost-effective point. We will provide an in-depth treatment of core methods in healthcare evaluation, health economics and outcome research (HEOR), and predictive analytics. The course consists of three modules: (1) healthcare data processing and reporting; (2) quality and outcome measurement; and (3) modeling and predicting outcome and cost. We will be using R as the main statistical tool throughout the course.

Learning Outcomes

Upon successfully completing the course students will be able to:

- (1) recognize the different types of healthcare data, how each is processed, and reported,
- (2) demonstrate how healthcare data can be used to generate insights and actionable items, and
- (3) understand how to implement the core methods used in healthcare evaluation, healthcare economics, and outcome research

Grades & Examinations

30% Problem sets

40% Midterm Exams

1

30% Empirical Project (final exam)

Homework. There will be **five** homework assignments throughout the semester. Each assignment must be submitted in class on the due date (which will be announced in class). In addition to counting towards your term grade, the homework assignments will serve as good preparation for the exams. **Please note that I do not accept late homework.**

Exams. There will be **two** in-class midterm exams and a take-home empirical project (final exam). All exams shall be completed using R. **Please note that I generally do not administer make-up exams.** Make-ups for any exam require verifiable documentation (e.g. doctor's notes) and are granted solely based on my discretion (you will also use a different version of the test in such cases). Otherwise, a "zero" will be entered for the missed exam.

Attendance Policy

Students are encouraged to attend every lecture.

Academic Integrity

All homework, quizzes, and exams are to be completed on your own. Any academic misconduct may result in a "**zero**" for the assignment or an "**F**" in the course.

Common Syllabus Language

IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

Course Outline

This outline is **tentative**. We may add or remove topics as the course goes. Any adjustments, particularly later in the semester, will be noted.

- **Topic 1: Introduction**
 - What is healthcare analytics
 - An overview of U.S. healthcare system
- **Topic 2: Healthcare Data**
 - Clinical data (e.g., electronic health records)
 - Encounter data (e.g., prescription drug records)
 - Secondary data (e.g., health insurance claims)

- **Topic 3: Data Processing and Basic Methods**
 - Identify common data issues
 - Data wrangling (e.g., variable construction, dataset reshaping, an dataset creation)
 - Review of fundamental statistic concepts (and implementation in R)
 - Conducting descriptive analysis
- **Topic 4: Comparative Effectiveness**
 - Introduction to comparative effectiveness research (CER)
 - Data sources for CER (e.g., clinical trials, literature review)
 - Basic CER methods
- **Topic 5: Modeling utilization and cost**
 - Overview of utilization and cost data
 - Measuring utilization and cost
 - Basic models: fitting the data
 - Predictive models: parametric and nonparametric methods
- **Topic 6: Modeling quality and outcome**
 - Transition to value-based care
 - Quality measurement (clinical process of care, experience of care, and outcome of care)
 - Data-driven quality improvement
- **Topic 7: Advanced Analytical Methods**
 - Cluster analysis (e.g., patient similarity)
 - Advanced regression-based methods
 - Tree-based methods
 - Cross-validation methods
 - Natural language processing in healthcare
- **Topic 8: Public Health**
 - An introduction to epidemiology
 - Epidemiological models
- **Additional Topics (time permitting)**

ECON - 6415 - Healthcare Economics

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

6415

Course Title

Healthcare Economics

Course Type

Economics

Catalog Course Description

This course provides an introduction to the study of health economics. We will cover a wide range of important topics in the field, while focusing on the healthcare system in the United States. The first half of the course will be devoted to applying standard microeconomic theory to studying the behavior of various economic agents in the healthcare market (e.g. patients, physicians, hospitals, and insurance companies, etc.). In the second half of the course, we will examine the evolution of healthcare industry in the U.S. as well as the effects and implications of various government policies (such as Medicare, Medicaid, and the Affordable Care Act).

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites**Concurrent Prerequisites****Corequisites****Cross-listing****Restrictions**

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the healthcare analytics track of the new MS in Applied Business Analytics. This course will be an elective in the MS degree but can also be used as an elective for the MBA. Health informatics is a well paid in-demand job. Median salaries in Georgia are around \$99,000 with 47,500 projected job openings before 2030 (O-Net).

Student Learning Outcomes

Upon completion of the course, students will be able to: (1) apply microeconomic theory to describe how agents in the healthcare market behave, (2) describe the institutional structure and evolution of healthcare markets in the U.S., and (3) understand how government policies affect healthcare markets

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification**Originator**

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[Econ6415_Healthcare_Economics_Syllabus.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 9:58 am

Recent Comments

- There are no comments available for this proposal.

Econ6415 Course Syllabus: Healthcare Economics

General Information

- **Instructor:** Dr. Lizhong Peng
- **Email:** lpeng@westga.edu (please email me directly via this address)
- **Office:** Richards Hall 354

Textbook & Materials

- Suggested Textbook: Bhattacharya, Hyde and Tu, *Health Economics*, 2nd edition
- Other Course Material: course information will also be available on the CourseDen webpage. This page will provide important announcements and access to course materials (e.g. lecture slides, problem sets, and reading assignments). Please be sure to check this page on a regular basis.

Course Description

This course provides an introduction to the study of health economics. We will cover a wide range of important topics in the field, while focusing on the healthcare system in the United States. The first half of the course will be devoted to applying standard microeconomic theory to studying the behavior of various economic agents in the healthcare market (e.g. patients, physicians, hospitals, and insurance companies, etc.). In the second half of the course, we will examine the evolution of healthcare industry in the U.S. as well as the effects and implications of various government policies (such as Medicare, Medicaid, and the Affordable Care Act).

Learning Outcomes:

Upon completion of the course, students will be able to:

- (1) apply microeconomic theory to describe how agents in the healthcare market behave,
- (2) describe the institutional structure and evolution of healthcare markets in the U.S., and
- (3) understand how government policies affect healthcare markets

Grades & Examinations

Grades will be determined as follows:

- 30% Problem sets
- 40% Two Midterm Exams
- 30% Final Exam (cumulative)

Homework. There will be **five** homework assignments throughout the semester. Each assignment must be submitted in class on the due date (which will be announced in class). In addition to counting towards your term grade, the homework assignments will serve as good preparation for the exams. **Please note that I do not accept late**

homework.

Exams. There will be **two** in-class midterm exams and a **cumulative** final exam. All exams are **closed-book** exams. **Please note that I generally do not administer make-up exams.** Make-ups for any exam require verifiable documentation (e.g. doctor's notes) and are granted solely based on my discretion (you will also use a different version of the test in such cases). Otherwise, a "zero" will be entered for the missed exam.

Attendance Policy

Students are encouraged to attend every lecture.

Academic Integrity

All homework, quizzes, and exams are to be completed on your own. Any academic misconduct may result in a "zero" for the assignment or an "F" in the course.

Common Syllabus Language

IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

Course Outline

This outline is **tentative**. We may add or remove topics as the course goes. Any adjustments, particularly later in the semester, will be noted.

- **Topic 1: Introduction**
 - The scope of health economics
 - An overview of U.S. healthcare system
- **Topic 2: Economic Models of Health**
 - Demand for health care
 - Demand for health: Grossman model
- **Topic 3: Health Insurance I: Theory**
 - Demand for health insurance
 - Adverse selection
 - Moral hazard

- **Topic 4: Health Insurance II: Private Insurance**
 - Private insurance market in the U.S.
 - Payment models
 - Managed care
- **Topic 5: Health Insurance III: Public Insurance**
 - Medicare
 - Medicaid
- **Topic 6: The Affordable Care Act I: An Overview**
 - Background of the ACA
 - Individual and employer mandates
 - Medicaid expansions
 - Repeal of the ACA
- **Topic 7: The Affordable Care Act II: Theory and Evidence**
 - Coverage effects of the ACA
 - Health and labor market effects
- **Topic 8: Physician and Hospital Markets**
 - Hospital industry
 - Physician markets
- **Topic 9: Public Health Policy**
- **Additional Topics (time permitting)**

Graduate Capstone

CRIM-6284

2021 Section Draft Section 3 Credits 08/01/2022 to 05/04/2023 Modified 09/19/2022

Description

Prerequisites: CRIM 6000, CRIM 6003, CRIM 6010 and CRIM 6013

This course is designed to provide graduate students with a capstone experience emphasizing integration of knowledge acquired in previous courses and serves as an alternative to the thesis option. This course is designed for students to demonstrate in-depth knowledge and critical thinking in regard to a specific criminological/criminal justice issue by completing an exit paper.

Contact Information

Meeting Times

This course is entirely online.

Materials

Outcomes

Program Objectives:

- Apply research methodology and systematic analysis within the context of criminology
- Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practice in major areas of criminology
- Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses

Course Objectives:

- Explain and critically evaluate issues in criminal justice/criminology
- Apply criminological theory to explain crime and criminal behavior
- Analyze current research and analytic strategies within criminal justice/criminology literature
- Evaluate or develop criminal justice/criminological policy

Evaluation

The course seeks to synthesize learning by integrating content from previous courses to write a substantive area paper, which will serve as the primary evaluation. In addition to any assignments completed throughout the course, students must demonstrate their understanding of their topic in an exit paper where they relate their topic to three areas: (1) theory, (2) research methods, and (3) policy.

Assignments

Students are expected to choose a topic for their capstone projects during the initial weeks of the course, according to a schedule specified by the instructor in the syllabus for the course section. The instructor will then review the topic with the student, and help to hone the project into a defined and pursuable assignment for the semester.

The exit paper will be 15-20 pages written at a graduate-level with APA citations. The exit paper must include three areas: (1) application of criminological theory to the selected topic (2) analysis of current research and analytic strategies relevant to the topic, and (3) evaluation or development of criminal justice/criminological policy for the topic. More specific instructions will be provided by the instructor.

Schedule

Course Policies and Resources

College/School Policies

Institutional Policies

Academic Support

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

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

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

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For 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.

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: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

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

Mental Health Support

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

[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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

ECON - 6428 - Retail Analytics

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

6428

Course Title

Retail Analytics

Course Type

Economics

Catalog Course Description

This course discusses how retailers and manufacturers use customer data and modern analytic tools to make pricing, promotion, marketing, and managerial decisions. The course is very hands-on and all of the data we work with is from real industry cases.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites

ECON 3402, ECON 3406

Concurrent Prerequisites**Corequisites****Cross-listing****Restrictions**

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the new MS in Applied Business Analytics. The course will be part of the data intelligence track. The course will cover topics such as machine learning, random forests, and other popular techniques used by data scientists and analysts today.

Student Learning Outcomes

At the end of the course, students will have developed both theoretical and practical skills applicable to retail data modeling. More specifically, students will be able to: 1) recognize different types of customer data, 2) recognize which techniques are appropriate for different types of customer data analysis, 3) apply modern data analytic techniques to retail data, and 4) formulate managerial decisions based on customer data analysis

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification

Originator

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[ECON 6428 – Retail Analytics.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 2:44 pm

Recent Comments

- There are no comments available for this proposal.

ECON 6428 – Retail Analytics

3 Credits

Description:

This course discusses how retailers and manufacturers use customer data and modern analytic tools to make pricing, promotion, marketing, and managerial decisions. The course is very hands-on and all of the data we work with is from real industry cases.

Prerequisites:

ECON 3402 and ECON 3406 or equivalent.

Contact information:

Hilde Patron Boenheim

- Email: hpatron@westga.edu
- Office: Roy Richards Jr. Hall, Office 350
- Phone: 678-839-5036

Office hours:

Monday, Wednesday & Friday: Online from 8:00 AM to 11:00 AM

Tuesday & Thursday: Richards Hall, Room 350, 9:00 AM to 11:00 AM

Meeting Times:

TBD

Outcomes: At the end of the course, students will have developed both theoretical and practical skills applicable to retail data modeling. More specifically, students will be able to:

1. recognize different types of customer data,
2. recognize which techniques are appropriate for different types of customer data analysis,
3. apply modern data analytic techniques to retail data, and
4. formulate managerial decisions based on customer data analysis

Evaluation:

We will have four case study assignments and four discussions throughout the semester.

Each assignment will be worth 20%

Each discussion will be worth 5%

Criteria:

90+=A,

80-89.99=B,

70-79.99=C,

60-69.9=D,

< 60 =F.

Textbook & Readings:

Retail Analytics: The Secret Weapon, Emmet Cox. Wiley and SAS Business Series Book 45

Building Better Models With JMP Pro, Jim Grayson, Sam Gradner, Mia L. Stephens, SAS Institute Inc.

Assigned case studies will be distributed via Courseden throughout the semester.

Software:

We will use JMP Pro. The software is available in all Richards College computer labs and in the UWG virtual lab.

College/School Policies

Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, **I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor.**

I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.

I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.

Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

About the Richards College of Business

Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission

We are in the business of transforming lives through education, engagement, and experiences.

Strategic Goals and Values

Student Success

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

Academic Success

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional

activities, and to support engagement with all stakeholders.

Operational Success

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

Institutional Policies

Academic Support

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

Center for Academic Success: The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For 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 Help](#) site. Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

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](#) 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: http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG

Guidance: <https://www.westga.edu/police/campus-carry.php>

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#). [Online counseling](#) 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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Common Syllabus Language

Please review carefully the common syllabus language contained in the following link: <http://www.westga.edu/UWGSyllabusPolicies/>

ECON - 6460 - Economics of Sports

2023-2024 Graduate New Course Request

Process Fields

Desired Effective Semester

Fall

Desired Effective Year

2023

School/ Department

Department of Economics

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

No

Is this a College of Education course?

No

Course Prefix

ECON

Course Number

6460

Course Title

Economics of Sports

Course Type

Economics

Catalog Course Description

This class provides a rigorous treatment of the economics of sports. We will cover topics such as the financing of public stadiums, arenas and special events, labor market issues such as player salaries and collective bargaining, competitive balance, ticket pricing, Title IX requirements and gender equity in sports, NIL (name, image and likeness) and the origins of amateurism, tournament structure, and other topics as time permits. This class will also delve into econometrics and potential sabermetric applications. We will use statistical software such as R and spreadsheet software such as Excel to manipulate and analyze different types of sports data.

Is this a variable credit hour course?

No

Lec Hrs

3

Lab Hrs

0

Credit Hrs

3

Can a student take this course multiple times, each attempt counting separately toward graduation?

No

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

3

Prerequisites**Concurrent Prerequisites****Corequisites****Cross-listing****Restrictions**

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

1

Grading

Graduate Standard Letter

Type of Delivery (Select all that apply)

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

What is the rationale for adding this course?

This course is being created as part of the new MS in Applied Business Analytics. The class will be a required course in the sports analytics track. With over 7,000 job openings projected in the field of data analysis within the next decade, and with several professional and college sports team in the area, the sports analytics track is likely to attract a good number of students. The job outlook for this positions is bright with unmet demand and high salaries.

Student Learning Outcomes

Upon completion of this course, students will have an understanding of: • The economics of publicly-funded sports projects, including how multipliers are estimated and how communities do or do not accrue benefits. • How leagues and tournaments are structured. • The origins of amateur and women's

sports and their status today. • How to clean a data set suitable for econometric and sabermetric analysis. • The use of individual-level sports data to estimate a multiple variable regression.

Syllabus

I have attached the REQUIRED syllabus.

Planning Info

Library Resources are Adequate

Present or Projected Annual Enrollment

25

Will this course have special fees or tuition required?

No

If yes, what will the fee be?

NA

Fee Justification

Originator

Hilde Patron Boenheim (hpatron@westga.edu)

Attachments

[econ6460syllabus.docx.pdf](#)

uploaded by Hilde Patron Boenheim, 8/23/2022 11:05 am

Recent Comments

- There are no comments available for this proposal.

ECON 6460: ECONOMICS OF SPORTS

DESCRIPTION

This class provides a rigorous treatment of the economics of sports. We will cover topics such as the financing of public stadiums, arenas and special events, labor market issues such as player salaries and collective bargaining, competitive balance, ticket pricing, Title IX requirements and gender equity in sports, NIL (name, image and likeness) and the origins of amateurism, tournament structure, and other topics as time permits.

This class will also delve into econometrics and potential sabermetric applications. We will use statistical software such as R and spreadsheet software such as Excel to manipulate and analyze different types of sports data.

INSTRUCTOR INFORMATION

NAME:

Michael Sinkey, Ph.D.

OFFICE LOCATION:

Miller Hall 1313

CLASS TIME AND LOCATION:

Miller Hall 2202, MW 2-430 PM.

OFFICE HOURS:

Monday and Wednesday mornings, 9:00-10:30 AM. Other days and times are available via appointment. I am also available for a phone call or online session if needed.

CONTACT INFORMATION:

Phone: 678-839-5166

Email: msinkey@westga.edu

BOOKS AND MATERIALS

Students need to have access to their own personal laptop and need to download Excel, R, and R Studio.

COURSE POLICIES

- Do not insult, belittle, or make fun of other students in a class.
- Makeups are my sole discretion, but all makeup exams must be taken at 9 AM the next class period. If you cannot make the exam makeup, you will receive a zero unless you are

hospitalized or a close family member is hospitalized or has passed away, then of course we will make other arrangements. Requests to take exams ahead of time can normally be accommodated, and I am more sympathetic to a variety of reasons for taking a test ahead of time.

GRADING

Your grade will consist of two exams (a midterm and a final), three writing assignments, one analytics presentation, and one set of presentation responses. Good participation (missing one or fewer classes and being engaged) in class will replace the lowest quiz grade. In addition, you will have an opportunity to revise one of the three writing assignments for a higher grade provided you turn it in a week after you receive feedback from me regarding the assignment.

LEARNING OUTCOMES:

Upon completion of this course, students will have an understanding of:

- The economics of publicly-funded sports projects, including how multipliers are estimated and how communities do or do not accrue benefits.
- How leagues and tournaments are structured.
- The origins of amateur and women's sports and their status today.
- How to clean a data set suitable for econometric and sabermetric analysis.
- The use of individual-level sports data to estimate a multiple variable regression.

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

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

CISM - 6410 - Information Asset Protection and Risk Management

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CISM

Course Number* 6410

Course Title* Information Asset Protection and Risk Management

Course Type*

Management Information Systems

Catalog Course Description* This course examines data and information security, protection, and risk management. The course will help the student identify information security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in risk management and will be introduced to risk management standards and approaches, both qualitative and quantitative, for risk analysis. This course aims to assist professionals in understanding risk management and enabling them to leverage those principles to make an organization more resilient to operational disruptions and other perils.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [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)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online


Justification and Assessment

What is the rationale for adding this course?* This is a new course required for the new program being proposed, Master of Science in Strategic Cybersecurity and Information Management.

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

- Build a foundational understanding of risk management, including the definitions of risk, related elements, risk management, response, etc.
- Identify standards and other literature that provide direction on how to conduct analysis and manage uncertainty.
- Implement the OCTAVE Allegro and FORTE process methodologies.
- Explore the use of other methodologies and tools for risk management.
- Research and analyze those factors that are important to successfully implementing a risk management program within an organization.
- Develop and justify practical strategies, tools, and practices that can lead to an adaptive approach to risk management in a variety of settings, scales, and diverse industry applications.

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* 25

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.

Strategic Cybersecurity and Information Management

2023-2024 Graduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2023

Program Type*

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

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Richards College of Business

Department of Management

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

Yes

No

Is this a College of Education Program?*

Yes

No

Program Information

Program Name* Strategic Cybersecurity and Information Management

Degree Type*

Master of Science

Program Description* The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program focuses on strategically applying cybersecurity best practices by weaving together technical topics such as vulnerability testing, threat detection, and digital forensics with strategic managerial topics such as data protection, privacy, policy, and risk assessment.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

- 1) understand how cyber threats can affect their organization's mission
- 2) able to identify and assess cybersecurity vulnerabilities
- 3) communicate cyber threats to stakeholders in terms of risk
- 4) develop feasible, actionable plans to address cyber vulnerabilities
- 5) be able to implement those plans successfully

Employment opportunities may include positions such as Security Engineer, Security Analysts, Project Manager, Forensics Team Lead or Incident Response, Director of Software Security Engineering, Chief Information Security Officer (CISO), Chief Information Officer (CIO), or Chief Technology Officer (CTO).

The SCIM program is tied to Cisco's CCNA and CyberOps certifications, aligned with the Certified Information Systems Security Professional (CISSP) Certification knowledge units, the National Institute of Standards and Technology (NIST) Cybersecurity Framework, the National Institute for Cybersecurity Education (NICE) Framework, and the National Security Agency's (NSA) CyberDefense knowledge units. Students have the opportunity to earn three Cisco Digital Badges and two Cisco certification vouchers.

Program Location*

Carrollton Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?* Face-to-Face Online Only Hybrid

Curriculum Information

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

Type of Program* Program Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Strategic Cybersecurity and Information Management

The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program weaves technical topics such as penetration testing and digital forensics with strategic and managerial topics such as data protection, policy, and risk assessment with a heavy focus of applying cybersecurity best practices for business strategy.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

- 1) understand how cyber threats can affect their organization's mission
- 2) able to identify and assess cybersecurity vulnerabilities
- 3) communicate cyber threats to stakeholders in terms of risk
- 4) develop feasible, actionable plans to address cyber vulnerabilities
- 5) be able to implement those plans successfully

CISM 5355 Cyber Security

CISM 5500 Advanced Networking: Switching, Routing, and Wireless

CISM 5600 Advanced Enterprise Networking, Security, and Automation

CISM 6410 Information Asset Protection and Risk Management

CISM 6420 Defensive and Offensive Security

CISM 6430 Cryptography, Identity and Access Management

CISM 6440 Cybersecurity and Cloud Computing

CISM 6450 IoT Security and Analytics

CISM 6460 Security Planning and Systems Development

CISM 6470 Cyberwarfare, Cybercrime, and Digital Forensics

New Core

Justification and Assessment

Rationale* Cybersecurity is a job sector that is experiencing tremendous demand and growth. From May 2021 through April 2022 in the U.S., there were 141,000 employed Information Security Analysts, 180,000 openings for Information Security Analysts with an average salary of \$116,000 (nearly three times the national average), and an estimated annual talent shortfall of 39,000 Information Security Analysts. There are 534,548 additional openings requesting cybersecurity-related skills in the U.S. Employers struggle to find workers who possess these skills. On average, cybersecurity roles take 21% longer to fill than other IT jobs.

In Georgia, there are currently 25,082 job openings and 35,986 people employed in cybersecurity positions. Nationwide there are 714,548 openings, and currently, 1,091,575 people are employed in cybersecurity. Some of the job titles are listed below.

Job Titles

- Cybersecurity Analyst
- Information Security Analyst
- Security Solutions Analyst
- Cybersecurity Consultant
- Cybersecurity Manager
- Network Engineer
- Network Analyst
- Network Administrator
- Systems Engineer
- Systems Analyst
- Systems Administrator

Closing the cybersecurity talent gap is critical in Georgia and nationwide. The Federal Government has declared that the lack of cybersecurity professionals is a national security risk.

Creating a Master's Degree in Strategic Cybersecurity and Information Management at UWG would build upon our Management of Information Systems undergraduate degree and would make a path for employees with no tech background to retool themselves to meet this lack of cybersecurity professionals.

The Master's Degree in Strategic Cybersecurity and Information Management will be designed to be STEM, and after running for 3 years, will seek NSA accreditation. The MS program incorporates foundational knowledge for multiple industry certifications and includes an accelerated bachelor's to Master's path to encourage our top-performing students to stay for their Master's Degree.

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

Program Learning Outcomes:

1. Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM5500, CISM 6410)
2. Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 5355, CISM 6420, CISM 6430)
3. Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 5600, CISM 6440, CISM 6450)
4. Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)
5. Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)

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 I am working with Kevin Gwaltney to submit the required SACSCOC documents.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

December 21, 2020

Point of Contacts

Dr. Martha Venn
Vice Chancellor for Academic Affairs
Academic Affairs

martha.venn@usg.edu

Dr. Rebecca Corvey
Associate Vice Chancellor for

rebecca.corvey@usg.edu

Version Control

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

NOTE:

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

^= indicates accreditation related content

USG Routing

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

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: **University of West Georgia***
3. *USG Sector: **Regional Comprehensive University***
4. *School/Division/College: **Richards College of Business***
5. *Academic Department: **Management***
6. *Proposed Program Name: **Masters of Science in Strategic Cybersecurity and Information Management***
7. *Major: **Masters of Science in Strategic Cybersecurity and Information Management***
8. *CIP Code (6 digit): **43.0404***
9. *Degree Level: **Master of Science***
10. *Anticipated Implementation Semester and Year: **Fall 2023***
11. *Was this program listed in the most recent Academic Forecast?*
 - Yes**
 - No (If no, explain why below)**

It was anticipated that this proposal would be added to FY 2024 Academic Forecast for the University of West Georgia. However, the proposal development team was able to work expeditiously and complete the proposal ahead of schedule.

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

Program Description

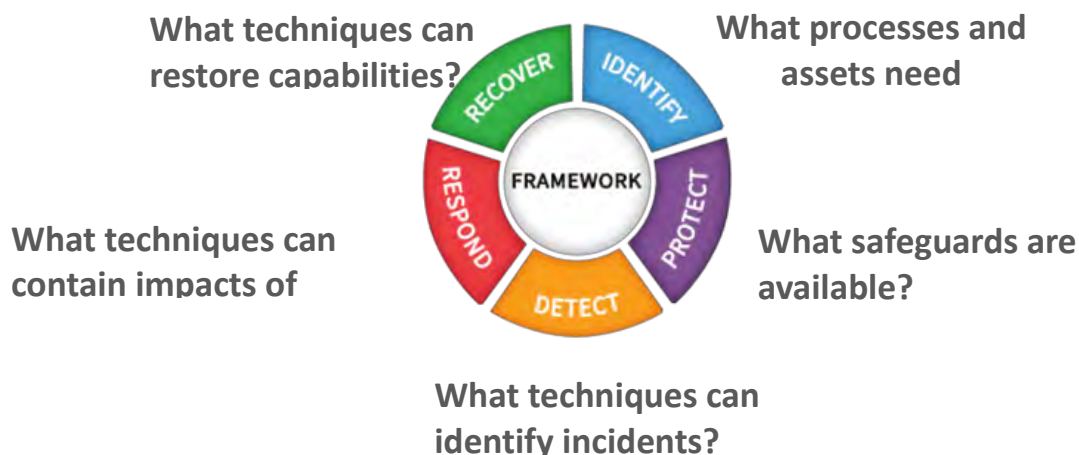
The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program focuses on strategically applying cybersecurity best practices by weaving together technical topics such as vulnerability testing, threat detection, and digital forensics with strategic managerial topics such as data protection, privacy, policy, and risk assessment.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

- 1) understand how cyber threats can affect their organization's mission
- 2) able to identify and assess cybersecurity vulnerabilities
- 3) communicate cyber threats to stakeholders in terms of risk
- 4) develop feasible, actionable plans to address cyber vulnerabilities
- 5) be able to implement those plans successfully

Employment opportunities may include positions such as Security Engineer, Security Analysts, Project Manager, Forensics Team Lead or Incident Response, Director of Software Security Engineering, Chief Information Security Officer (CISO), Chief Information Officer (CIO), or Chief Technology Officer (CTO).

The SCIM program is tied to Cisco's CCNA and CyberOps certifications, aligned with the Certified Information Systems Security Professional (CISSP) Certification knowledge units, the National Institute of Standards and Technology (NIST) Cybersecurity Framework, the National Institute for Cybersecurity Education (NICE) Framework, and the National Security Agency's (NSA) CyberDefense knowledge units. Students have the opportunity to earn three Cisco Digital Badges and two Cisco certification vouchers.



NIST Cybersecurity Framework

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

The Richards College of Business is accredited by Association to Advance Collegiate Schools of Business (AACSB). We are currently between cycles but we will seek accreditation for the proposed program during the next visit in 2026. All of the Richards College programs (undergraduate and graduate) are currently AACSB accredited and we are confident that the MS in Strategic Cybersecurity and Information Management program will also receive accreditation. In preparation for this, we will have well established learning objectives and assessment practices in place. Furthermore, by the time the accreditation team visits, we will likely have gone through multiple rounds of assessing our learning objectives internally and adjusting instruction to improve student learning outcomes.

The MS program extends the work currently being done in the Management of Information Systems undergraduate and MBA concentration using Cisco technologies. The program has built into it three Cisco Digital Badges and two Cisco certification vouchers. One for Cisco CCNA and one for Cisco CyberOps. The MS program's courses are also aligned with the CISSP (Certified Information Systems Security Professional) Certification knowledge units, the NIST and the NICE Frameworks, and the NSA's CyberDefense knowledge units. We will seek NSA accreditation in Fall 2027. Per NSA requirements, the program must be in operation for 3 years with at least one year of graduates before the accreditation process can begin.

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

Mark all that apply.

- Substantive change requiring notification only ¹
- Substantive change requiring approval prior to implementation** ²

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

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

Level Change ³

None

B. STRATEGIC PLAN

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

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

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

The proposed program will engage students in a broad range of strategic cybersecurity and information management knowledge, including a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity, networking, and information management (competitiveness - professional development), and do so under the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).

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

RELEVANCE: The proposed Master's Degree in in Strategic Cybersecurity and Information Management will align with "Relevance" as follows:

- **Cybersecurity has been identified as a priority, high-demand sector by the University System of Georgia.**
- **Cybersecurity has been identified as a priority, high-demand sector by the United States Federal Government.**

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

- Many hands-on exercises are available in our MIS Lab using Cisco equipment, Internet of Things devices, and software that allow students to work on meaningful, interactive projects during a semester.
- Students can participate in co-curricular activities such as the Management of Information Systems (MIS) Club, the Women in Technology Campus (WITC) Organization, Americas' SAP User Group, Cisco Talent Bridge, and Information Systems Security Association Professional Organizations (ISSA will be a new campus with Dr. Ellie Towhidi serving as their faculty advisor. Currently Drs. Joan Deng and Jeannie Pridmore serve as faculty advisors for the MIS Club and the WITC organization).
- Students will have opportunities to work together with local companies to gain practical experience. Companies that have expressed an interest in these internships include Southwire, SAP, SMC3, Home Depot, and Rausch Advisory Services.

COMPETITIVENESS: The proposed Master's Degree in in Strategic Cybersecurity and Information Management will align with "Competitiveness" as follows:

- This program will be distinct in the West Georgia area. Additionally, with the recent hire of a Director of Marketing and Events within the RCOB, we will be able to promote this program to many potential candidates via social media.
- This program will be attractive to recent college graduates and experienced employees who want to change or advance their cybersecurity and information management career paths.
- This program will offer the opportunity to grow our Management of Information Systems faculty by recruiting highly-qualified, diverse hires.
- This program will be offered in an online and hybrid class format, allowing maximum flexibility while still providing needed hands-on experience. This format also increases the likelihood that students in the West Georgia area may come to campus and participate in the culture of excellence that we strive to maintain and allows for international students to attend UWG in person.

PLACEMAKING: The proposed Master's Degree in in Strategic Cybersecurity and Information Management will align with "Placemaking" as follows:

- **The Management Information Systems Group has a strong history of building personal relationships with students – making them feel welcomed and valued. This has been accomplished through study abroad programs, independent studies, internships, and F2F interactions during office hours/scheduled labs.**
- **With the recent addition of Roy Richards Sr. Hall and specifically the MIS Lab/SAP Next-Gen Lab, we can offer students a state-of-the-art learning environment, providing experimental and collaborative learning spaces and technology-enhanced classrooms.**
- **Many of our alumni return to UWG to serve as guest speakers, recruit students, or simply visit. We have cultivated a sense of pride in becoming a graduate of UWG and have an alumni base that frequently reaches out to re-establish their connection with the RCOB faculty and staff.**

16. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

Yes, the Master's Degree in in Strategic Cybersecurity and Information Management will build upon the undergraduate Degree in Management of Information Systems with a Concentration in IoT, Networking, and Cybersecurity. This Degree would utilize three existing courses 1) Advanced Networking Routers, Switches, and Wireless, 2) Enterprise Networking and Security, and 3) Cybersecurity Operations. We have two faculty members who are fully Cisco instructor certified in CCNA networking, CyberOps, and DevNet. The other seven courses in the program are new courses created for the program.

C. NEED

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

No

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

Based on the job market analysis for cybersecurity and networking, along with industry projections, the Management of Information Systems group was asked to develop a Master of Science program in Cybersecurity. Program faculty have received several endorsements from alumni and industry contacts, all of whom have expressed interest in this proposed program. This program has been designed based on federal cybersecurity frameworks and is in need because of its applied nature and focus on business needs which makes it different than most of the other USG institution offerings. Program faculty have spoken to organizations, alumni, and other employers regarding this degree. Support letters are included in Appendix B.

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

No

Yes (If yes, please explain below)

Based on the job market analysis for cybersecurity and networking, along with industry projections, the Management of Information Systems group was asked to develop a Master of Science program in Cybersecurity. Program faculty have received several endorsements from alumni and industry contacts, all of whom have expressed interest in this proposed program. This program has been designed based on federal cybersecurity frameworks and is in need because of its applied nature and focus on business needs which makes it different than most of the other USG institution offerings. Program faculty have spoken to organizations, alumni, and other employers regarding this degree. Their letters of support are included in the appendices.

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

Cybersecurity is a job sector that is experiencing tremendous demand and growth. Official estimates put the 2022 job growth rate at 37% per year. From May 2021 through April 2022 in the U.S., there were 141,000 employed Information Security Analysts, 180,000 openings for Information Security Analysts with an average salary of \$116,000 (nearly three times the national average), and an estimated annual talent

shortfall of 39,000 Information Security Analysts. There are 534,548 additional openings requesting cybersecurity-related skills in the U.S. Employers struggle to find workers who possess these skills. On average, cybersecurity roles take 21% longer to fill than other IT jobs. Below is a screenshot of Occupational Outlook from the United States Bureau of Labor Statistics.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
Computer and Information Research Scientists	Computer and information research scientists design innovative uses for new and existing computing technology.	Master's degree	\$131,490
Computer and Information Systems Managers	Computer and information systems managers plan, coordinate, and direct computer-related activities in an organization.	Bachelor's degree	\$159,010
Computer Hardware Engineers	Computer hardware engineers research, design, develop, and test computer systems and components.	Bachelor's degree	\$128,170
Computer Programmers	Computer programmers write, modify, and test code and scripts that allow computer software and applications to function properly.	Bachelor's degree	\$93,000
Computer Support Specialists	Computer support specialists maintain computer networks and provide technical help to computer users.	See How to Become One	\$57,910
Computer Systems Analysts	Computer systems analysts study an organization's current computer systems and design ways to improve efficiency.	Bachelor's degree	\$99,270
Database Administrators and Architects	Database administrators and architects create or organize systems to store and secure data.	Bachelor's degree	\$101,000
Information Security Analysts	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems.	Bachelor's degree	\$102,600
Network and Computer Systems Administrators	Network and computer systems administrators are responsible for the day-to-day operation of computer networks.	Bachelor's degree	\$80,600
Software Developers, Quality Assurance Analysts, and Testers	Software developers design computer applications or programs. Software quality assurance analysts and testers identify problems with applications or programs and report defects.	Bachelor's degree	\$109,020

In Georgia, there are now 25,082 job openings and 35,986 people employed in cybersecurity positions. Nationwide there are 714,548 openings, and currently, 1,091,575 people are employed in cybersecurity. Some of the job titles are listed below.

Job Titles

- **Cybersecurity Analyst**
- **Information Security Analyst**
- **Security Solutions Analyst**
- **Cybersecurity Consultant**
- **Cybersecurity Manager**
- **Network Engineer**
- **Network Analyst**
- **Network Administrator**

- **Systems Engineer**
- **Systems Analyst**
- **Systems Administrator**

Closing the cybersecurity talent gap is critical in Georgia and nationwide. The Federal Government has declared that the lack of cybersecurity professionals is a national security risk.

Creating a Master's Degree in in Strategic Cybersecurity and Information Management at UWG would build upon our Management of Information Systems undergraduate degree and would make a path for employees with no tech background to retool themselves to meet this lack of cybersecurity professionals.

The Master's Degree in in Strategic Cybersecurity and Information Management will be designed to be STEM, and after running for 3 years, will seek NSA accreditation. The MS program incorporates foundational knowledge for multiple industry certifications and includes an accelerated bachelor's to Master's path to encourage our top-performing students to stay for their Master's Degree.

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

Mark all that apply

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

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

No

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

Yes (If yes, provide additional information about the competing program(s) below).

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

Our service area is primarily the West Georgia Region. However, the demand for graduates of cybersecurity degrees is very high and there are only a few programs in the state at the MS level. This program will likely serve the entire state.

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

No

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

Georgia State, Master of Science in Information Systems with a Concentration in Cybersecurity, and Georgia Tech, Master of Science in Cybersecurity, are in close proximity and offer somewhat similar programs. Kennesaw's program, Master of Science in Cybersecurity, is closest to ours in topics covered, but it is housed in the College of Technology and is not as business-focused as our proposed program is, especially since our program is housed in the Richards College of Business. Augusta University, Master of Science in Information Security Management, University of Georgia, Master of Science in Cybersecurity and Privacy, and Columbus State, Master of Science in Cybersecurity Management, also have similar programs but are not in the West Georgia Region.

A unique feature of our program is that it offers Cisco Digital Badges, Cisco certification vouchers and is aligned with the CISSP. Our program provides an accelerated bachelor's to master's path to speed up the time it would take a UWG student to earn an undergraduate degree in Management Information Systems and a Master of Science in Strategic Cybersecurity and Information Management.

24. Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik IPEDS Application^. An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data.

- a. Click [here](#) for US and Georgia occupation projections
- b. Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)

Related Occupation	SOC code	Current US Employment 2021	Projected US Employment 2031	# Change	% Change	Average Annual Openings	Median Annual Wage 2021
Computer and Information Systems Managers	11-3021	509,100	591,500	82,400	16.2%	48,500	\$159,010
Information Security Analyst	15-1212	163,000	219,500	56,500	34.7%	19,500	\$102,600
Computer Network Architect	15-1241	174,800	182,300	7,500	4.3%	11,800	\$120,520
Network and Computer Systems Administrators	15-1244	333,200	344,500	11,300	3.4%	23,900	\$80,600
Information Security Engineers	15-1299	408,200	449,200	41,100	10.1%	34,700	\$95,270
Cybersecurity Defense Strategist/Policy Manager	11-9199	573,000	615,300	42,300	7%	47,100	\$124,650

Related Occupation	SOC code	Current GA STEM Employment 2018	Projected GA STEM Employment 2028	# Change	% Change	Average Annual Openings	Median Annual Wage 2021
Computer and Information Systems Managers	11-3021	13,330	15,220	1,890	14%	1,317	\$154,876
Information Security Analyst	15-1212	2,730	3,720	990	36%	330	\$101,850
Computer Network Architect	15-1241	5,120	5,500	380	7%	410	\$123,660
Network and Computer Systems Administrators	15-1244	9,630	10,360	730	8%	770	\$89,920
Information Security Engineers	15-1299	20,940	23,960	3,020	14%	1,930	\$79,830
Cybersecurity Defense Strategist/Policy Manager	11-9199.02	28,430	30,750	2,320	8%	2,470	\$98,130

- c. For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office**.

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

Similar or Related Programs	CIP Code	Supply ¹	Competitor Institutions ²
Master of Science in Cybersecurity	11.1003	197	Gregoria Institute of Technology
Master of Science in Cybersecurity	43.0404	101	Kennesaw State University
Master of Science in Cybersecurity Management	11.0101	30	Columbus State University
Master of Science in Information Security Management	11.1003	5	Augusta University
Master of Science in Information Systems with a Concentration in Cybersecurity	11.1003	10	Georgia State University
Master of Science in Cybersecurity and Privacy	11.1003	1	University of Georgia

¹ Supply = Number of program graduates last year within the study area

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

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

There is a shortage of qualified candidates for positions such as cybersecurity analysts, cybersecurity management, and computer networking positions. This proposed program will help fill the employment gap by increasing the number of potential employees with the needed skills and knowledge to fulfill these positions. Students will have the opportunity to learn computer networking and security using Cisco equipment, earn a Cisco CCNA certification voucher, a Cisco CyberOps certification

voucher, and gain the knowledge and skills necessary to apply analytics, cyber regulations, and the NIST framework strategically in a business.

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

SOC Code (6 digit)	Average Salary GA (O-Net data)	Occupation specific technology skills & KSAs
11-3021	\$154,876	Business Strategy, Security and Protection, Platform Development, Privacy, Regulatory
11-9299.02	\$918,130	Security, Protection, Privacy, and Regulatory Policies and How to Apply Them to the Business
15-1212	\$101,850	Telecommunications, Security and Protection, Platform Development, Privacy, Regulatory
15-1241	\$123,660	Telecommunications, Security and Protection, Platform Development
15-1244	\$89,920	Computer and Electronics, Engineering and Technology, Networking
15-1299	\$79,830	Secure software development and analyze security systems and networks

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

Average Salary	75 th Percentile	50 th Percentile	25 th Percentile
1 year after graduation	\$107,563	\$71,289	\$54,782
5 years after graduation	\$138,065	\$98,084	\$70,295

Provide any additional comments, if needed:

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

There is a shortage of qualified candidates for positions in cybersecurity analysts, cybersecurity management, and other related computer networking positions. Cybersecurity and other related computer jobs are experiencing tremendous demand and growth. Official estimates put the 2022 job growth rate at 14.5% per year with Information Security Analysts with the higher projected growth rate of 36%. For example, from May 2021 through April 2022 in the U.S., there were 141,000 employed Information Security Analysts, 180,000 openings for Information Security Analysts with an average salary of \$116,000 (nearly three times the national average), and an estimated annual talent shortfall of 39,000 Information Security Analysts. There are 534,548 additional openings requesting cybersecurity-related skills and U.S. Employers struggle to find workers who possess these job skills. On average, cybersecurity roles take 21% longer to fill than other IT jobs. Below is a screenshot of Occupational Outlook from the United States Bureau of Labor Statistics.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2021 MEDIAN PAY
Computer and Information Research Scientists	Computer and information research scientists design innovative uses for new and existing computing technology.	Master's degree	\$111,490
Computer and Information Systems Managers	Computer and information systems managers plan, coordinate, and direct computer-related activities in an organization.	Bachelor's degree	\$159,010
Computer Hardware Engineers	Computer hardware engineers research, design, develop, and test computer systems and components.	Bachelor's degree	\$128,170
Computer Programmers	Computer programmers write, modify, and test code and scripts that allow computer software and applications to function properly.	Bachelor's degree	\$93,000
Computer Support Specialists	Computer support specialists maintain computer networks and provide technical help to computer users.	See How to Become One	\$57,910
Computer Systems Analysts	Computer systems analysts study an organization's current computer systems and design ways to improve efficiency.	Bachelor's degree	\$99,270
Database Administrators and Architects	Database administrators and architects create or organize systems to store and secure data.	Bachelor's degree	\$101,000
Information Security Analysts	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems.	Bachelor's degree	\$102,600
Network and Computer Systems Administrators	Network and computer systems administrators are responsible for the day-to-day operation of computer networks.	Bachelor's degree	\$80,600
Software Developers, Quality Assurance Analysts, and Testers	Software developers design computer applications or programs. Software quality assurance analysts and testers identify problems with applications or programs and report defects.	Bachelor's degree	\$109,020

D. CURRICULUM

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

30

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

X No

Yes (If yes, explain the rationale for the request in the space below)

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

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

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

Synchronous

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

X Asynchronous

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

First-Year Experiences

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

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

- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community Based Learning
- Internships
- Capstone Courses and Projects

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

Students will be required to undertake research, writing-intensive projects, collaborative projects, and a capstone project that includes a global perspective. For example, Information Asset Protection and Risk Management will include a large research, writing-intensive project. Cybersecurity and Cloud Computing in Cryptography and Identity Management will contain a large semester collaborative project. Security Planning and Systems Development will contain a large collaborative writing project, and in Cyberwarfare, Cybercrime, and Digital Forensics, students will complete a research-based writing-intensive project with a global cybersecurity. Students will gain experiential, hands-on experience using industry-leading technology in Advanced Networking, Enterprise Networking and Security, Cybersecurity Operations, Defensive and Offensive Security, and Cybersecurity and Cloud Computing. Students will be encouraged to obtain third-party certifications through certification vouchers they can earn for the Cisco CCNA Certification exam and the Cisco CyberOps Certification exam.

36. Does the program take advantage of any USG initiatives? No

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

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

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

N/A

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

Insert more rows as needed.

N/A

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

Fall Semester		Spring Semester		Summer Semester	
Course	Credits	Course	Credits	Course	Credits
CISM 5500	3	CISM 5600	3	CISM 6460	3
CISM 6410	3	CISM 5355	3	CISM 6470	3
CISM 6420	3	CISM 6440	3		
CISM 6430	3	CISM 6450	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	12	SEMESTER TOTAL	6

University of West Georgia- Richards College of Business					
Candidate Assessment Plan Template					
Master of Science in Strategic Cybersecurity and Information Management (SCIM)					
	Exceeded Expectation	Met Expectations	Met Expectations	Did Not Meet Expectation	Did Not Meet Expectation
Candidate Learning Outcomes					
	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:
Program Outcomes	Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM 6410)	Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 6430)	Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 6450)	Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)	Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)
Scores					
Classes and Assignments used to assess Program Objectives	This will be assessed every year, starting in 2023, in CISM 6410 using a project to develop and present a Risk Management Plan.	This will be assessed every year, starting in 2023, in CISM 6430 with an assignment. Students will be required to complete a team project consisting of solving practical problems including: (1) the breaking or design of (variations of) a number of known cryptographic primitives (e.g., encryption schemes, authentication schemes, etc.); and (2) designing and implementing privacy and security solutions, based on the cryptography studied in class, as an improvement to a real-life system.	This will be assessed every year, starting in 2024, in CISM 6450. Students will use Python to create code that reads data from IoT devices and stores it in a SQL database. Clean, manipulate and integrate data sets to create visualizations to present insights gained from the data such as recommendations for threat mitigation measures to minimize the risk in IoT solutions and networks.	This will be assessed every year, starting in 2024, in CISM 6460 with a project to develop a secure software development policy.	This will be assessed every year, starting in 2024, in CISM 6470 with a project to develop an effective cybersecurity program for an organization that includes designing multifaceted, strategic responses to cyber threats and incidents.
Ongoing Follow-Up (Program Evaluation)	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of this spreadsheet.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 2" of this spreadsheet.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 3" of this spreadsheet.	A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 4" of this spreadsheet.	A score of 80% or higher denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 5" of this spreadsheet.
NIST/NICE Framework Knowledge Unit	Protect and Defend, Analyze, Operate and Maintain, Oversee and Govern, Investigate, Security Provision	Protect and Defend, Analyze, Operate and Maintain, Oversee and Govern, Investigate, Security Provision	Protect and Defend, Analyze, Operate and Maintain, Oversee and Govern, Investigate, Security Provision	Protect and Defend, Analyze, Operate and Maintain, Oversee and Govern, Investigate, Security Provision	Protect and Defend, Analyze, Operate and Maintain, Oversee and Govern, Investigate, Security Provision
NSA Knowledge Unit	Threat Vulnerability, Risk Methodologies, Risk Assessment, and Risk Management, C-level Functions which impact Cybersecurity, Planning for Protection, Govern	Common Cryptography Uses, Hash Functions, Public Key/Private Key, Applied Cryptography, Cryptography Failures, Analyze	OSI and IP Networking, Networking Security Issues, Basic Scripting for Security, Network Defense, Network Analytic Monitoring, Collect and Operate	Virtualization, Security Design, Honeypots, Firewalls, Access Control, Network Policy Development	Cyber Threats, Privacy, Social Engineering, Threat Information Sources, Legal Issues, Types of Attacks, Govern

SLO 1: Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM 6410)			
This will be assessed every year, starting in 2023, in CISM 6410 using a project to develop and present a Risk Management Plan.			
The assignment will be graded out of a total 100 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	0-10 points	0-10 points	0-10 points
Strategy: Organizational risk management strategy and plan to protect enterprise information and networking assets and their security risks	Clearly identifies organizational strategy	Identifies strategy and most of the communication is appropriate to the purpose.	Does not identify the strategy or communication is not appropriate to the purpose
Assess: Creation of a cyber risk treatment plan: identify, analyze, and prioritize organization risks to information and networking assets	Demonstrates awareness of the audience's identity, knowledge, and context	Demonstrates some awareness of the audience's identity, knowledge, and context but the level of the communication is either too sophisticated for the audience or too simplistic	Does not demonstrate awareness of the audience's identity, knowledge, and context. Audience is not likely to understand the communication.
Remediate: Identifiable measureable objectives to treat, and monitor organization risks	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Test and Evidence: Security artifacts to support a compliance certification where needed.	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Manage, monitor, optimize: Remediate internal and external threats	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.

PL-SLO 2: Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 6430)

This will be assessed every year, starting in 2023, in CISM 6430 with an assignment. Students will be required to complete a team project consisting of solving practical problems including: (1) the breaking or design of (variations of) a number of known cryptographic primitives (e.g., encryption schemes, authentication schemes, etc.); and (2) designing and implementing privacy and security solutions, based on the cryptography studied in class, as an improvement to a real-life system.

higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	0-10 points	0-10 points	0-10 points
Define: Identify and define the security breaches, compliance, identity and access management, vulnerabilities, penetration, and evaluate the need for offensive and defensive cybersecurity systems	Clearly identifies problem	Identifies problem and most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose
Design: Design offensive and defensive cybersecurity systems, identity and access management (IAM) systems, and cryptography	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Tools: Identities and access privileges, IAM tools, vulnerability scanning, penetration testing	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Cryptography: Encryption and decryption basics, components, processes, and algorithms	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
System: Develop privacy and security solution	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.

<p>PL-SLO 3: Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 6450)</p>			
<p>This will be assessed every year, starting in 2024, in CISM 6450. Students will use Python to create code that reads data from IoT devices and stores it in a SQL database. Clean, manipulate and integrate data sets to create visualizations to present insights gained from the data such as recommendations for threat mitigation measures to minimize the risk in IoT solutions and networks.</p>			
<p>For this learning objective, the student will analyze data from downloading to running models and presenting results. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%.</p>			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	0-10 points	0-10 points	0-10 points
Plan: Create a strategic plan to identify IOT systems, operational dependencies and cloud computing capabilities towards implementing Zero Trust principles and pillars	Clearly identifies the purpose and focuses the communication on the purpose	Identifies the purpose. Most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose
Audience: Identify and authenticate the involved entities (devices, people, services, processing units, etc.) and known threats, risks, vulnerabilities, and privacy issues	Demonstrates awareness of the audience's identity, knowledge, and context	Demonstrates some awareness of the audience's identity, knowledge, and context but the level of the communication is either too sophisticated for the audience or too simplistic	Does not demonstrate awareness of the audience's identity, knowledge, and context. Audience is not likely to understand the communication.
Code: Mining cryptocurrency risks the confidentiality, integrity, and availability of data in IoT devices and cloud-based systems	Code is appropriate and complete and demonstrates understanding.	Code is appropriate but demonstrates a lack of understanding.	Code is not appropriate, or not compete.
Data - policies and standards to ensure that data is captured, cleaned, stored, transmitted, and processed securely	Data is appropriate, captured, and cleaned correctly.	Data is appropriate, but not captured or cleaned correctly.	Data is not appropriate, captured, and cleaned correctly.
Test, Monitor, and Report: Regularly test the incident plan, revise, create and schedule backup and update process	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Technology/Visual Elements: Safeguard IoT devices and cloud-based systems connected across a network with protective measures while also preventing cyber attacks	Demonstrates professional use of technology. All visual elements are relevant to the communication.	Uses some visual elements/some technology in the communication	Does not use technology or visual elements

PL - SLO 4: Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6			
This will be assessed every year, starting in 2024, in CISM 6460 with a project to develop a secure software development policy.			
Students will be assessed using the same assignment used in PL-SLO 1. The assignment will be graded out of a total 100 points. A student exceeds expectations with a score of 80% or higher, meets expectations with a score between 60% and 80%, and fails to meet expectations with a score below 60%			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	0-10 points	0-10 points	0-10 points
Plan: Create organization secure system plan, procedures, and technical measures to respond to and recover from important business-critical security events to organization systems	Clearly identifies the purpose and focuses the communication on the purpose	Identifies the purpose. Most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose
Develop secure systems: Requirements gathering and design new features based on the requirements	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Code: Development of new capabilities (writing code to meet requirements)	Code is appropriate and complete and demonstrates understanding.	Code is appropriate but demonstrates a lack of understanding.	Code is not appropriate, or not complete.
Verify: Apply security principles to software development lifecycle, verification new capabilities do indeed meet the requirements	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.
Maintenance: Monitor and maintain evolution of new capabilities, contingency, and recovery planning principles	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.

SLO 5: Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)			
This will be assessed every year, starting in 2024, in CISM 6470 with a case analysis of the effectiveness of a cybersecurity program for an organization that including analyzing a strategic response to cyber threats and incidents.			
Students will be tested with questions that address ethical concerns. A score of 80% or higher exceeds expectations, between 60%-80% meets expectations and below 60% does not meet expectations.			
	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
	0-10 points	0-10 points	0-10 points
Identify: Cyber warfare attacks, ethical and legal issues, security policy, and digital forensic models	Clearly identifies the purpose and focuses the communication on the purpose	Identifies the purpose. Most of the communication is appropriate to the purpose.	Does not identify the purpose, communication is not appropriate to the purpose
Audience: Proper training, awareness, and handling	Demonstrates awareness of the audience's identity, knowledge, and context	Demonstrates some awareness of the audience's identity, knowledge, and context but the level of the communication is either too sophisticated for the audience or too simplistic	Does not demonstrate awareness of the audience's identity, knowledge, and context. Audience is not likely to understand the communication.
Analysis: Digital forensic investigation and its legal context	Code is appropriate and complete and demonstrates understanding.	Code is appropriate but demonstrates a lack of understanding.	Code is not appropriate, or not complete.
Implement: Proper strategic response, forensic equipments and tools to respond	Data is appropriate, captured, and cleaned correctly.	Data is appropriate, but not captured or cleaned correctly.	Data is not appropriate, captured, and cleaned correctly.
Report: Monitor and report content	Content is appropriate, relevant, and compelling. Demonstrates understanding of issues.	Content is appropriate but not very compelling. Demonstrates some understanding of issues.	Content is not appropriate for the topic, or not compelling. Does not show understanding of issues.

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

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Graduating students will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits resulting from the graduate program's success. Exit survey will be administered in CISM 6470 Cyberwarfare, Cybercrime, and Digital Forensics. Tools from the USG's Georgia Degrees Pay website will be accessed to gather data regarding post-graduation earnings.

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

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

Indicate the word "new" beside new courses

Include a program of study

Strategic Cybersecurity and Information Management

Coursework

The program requires 30 graduate credit hours. All students must take the following:

Certain courses will have mandated lab components and lab assignments. Lab assignments may require specialized hardware and/or software.

Foundational Modules

Programming Fundamentals
Networking and IoT Fundamentals
Information Systems Fundamentals

Required Courses

1. CISM 5500 - Advanced Networking – Routers, Switches, and Wireless (currently offered and an **Accelerated Bachelors to Masters option** – CISCO Digital Badge CCNA2) (3 hours)
2. CISM 5600 - Enterprise Networking and Security (currently offered and an **Accelerated Bachelors to Masters option** – CISCO Digital Badge CCNA 3 and certification voucher) (3 hours)
3. CISM 5355 - Cybersecurity Operations (currently offered and an **Accelerated Bachelors to Masters option** – CISCO Digital Badge CyberOps and certification voucher) (3 hours)

(up to 6 hours credit for ABM)

4. CISM 6410 - Information Asset Protection and Risk Management (3 credit hours - new) (LO1)
5. CISM 6420 – Defensive and Offensive Security (3 credit hours - new)
6. CISM 6430 – Cryptography, Identity and Access Management (3 credit hours - new) (LO2)
7. CISM 6440 - Cybersecurity and Cloud Computing (3 credit hours - new) (LO4)
8. CISM 6450 – IoT Security and Analytics (3 credit hours - new) (LO3)
9. CISM 6460 – Security Planning and Systems Development (3 credit hours - new)
10. CISM 6470 – Cyberwarfare, Cybercrime, and Digital Forensics (3 credit hours - new) (LO5)

E. IMPLEMENTATION

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

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2023-2024	2024-2025	2025-2026	2027-2028
Base enrollment ¹		25	25	27
Lost to Attrition (should be negative)		-3	-3	-3
New to the institution	20	20	25	30
Shifted from Other programs within your institution	5	5	5	5
Total Enrollment	25	47	52	51
Graduates		22	25	27
Carry forward base enrollment for next year		25	27	34

¹Total enrollment for year 1 becomes the base enrollment for year 2

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

The University of West Georgia has an existing base of students in Management of Information Systems undergraduates, and University of West Georgia’s Computer

Science Computing undergraduate degree could also have students interested in this MS program. As of August 2022, there were 165 students in the MIS majors. Our enrollment projection assumes that a proportion of these students will pursue the new MS, and that new individuals currently working in the West Georgia area will enroll in the program. We expect about 30 such students. Additionally, we expect a few (5) students to shift from other programs, including the MBA. We expect to reach a projected total number of 45 – 60 students by 2026. Our projections are conservative. It is quite possible that enrollment could be higher than projected here.

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

Enrollment growth in graduate programs at UWG matches this projection. Cybersecurity, networking, and information management are in high demand and high growth fields. According to cyberseek.com, jobs associated with this degree have bright outlooks, and are high paying jobs.

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

If projections are not met, the director of the program and teaching faculty will develop a recruitment strategy in collaboration with the staff from Strategic Enrollment Management, the Graduate School and University Marketing and Communication. Additional funds from the College of Business will be redirected to support a more robust marketing plan.

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

We will work with University Marketing & Communications (UCM) to create marketing materials and a marketing campaign. Promotional materials will be included in the Richards College social media accounts, and partner industry associations.

We will share information about the degree with attendees at our UWG, RCOB, MIS, and SAP Next-Gen events. The online program will be marketed via **GeorgiaOnMyLine** and UWG Online. GeorgiaOnMyLine.org will include a description of the program, learning goals, admissions information, and job prospects. UWG Online will also include a program description, cost, courses, faculty, admissions criteria, admissions dates, and learning objectives.

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

The University of West Georgia's STEM approved Master of Science in in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program weaves technical topics such as penetration testing and digital forensics with strategic and managerial topics such as data protection, policy, and risk assessment. The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity, able to identify and assess cybersecurity vulnerabilities, develop feasible, actionable plans to address vulnerabilities, and implement, monitor, and respond in accordance with those plans. The program is tied to Cisco's CCNA and CyberOps certifications, aligned with the CISSP (Certified Information Systems Security Professional) Certification knowledge units, the NIST and the NICE Frameworks, and the NSA's CyberDefense knowledge units. Employment opportunities include positions such as Security Engineer, Security Analysts, Project Manager, Forensics Team Lead or Incidence Response, Director of Software Security Engineering, Chief Information Security Officer (CISO), Chief Information Officer (CIO), or Chief Technical Officer (CTO).

46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

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

Reviewer 1 Name

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email

Address

Reviewer 1 Phone

Number

Reviewer 2 Name

Reviewer 2 Title

Reviewer 2 Institution

Reviewer 2 Email Address

Reviewer 2 Phone Number

Reviewer 3 Name

Reviewer 3 Title

Reviewer 3 Institution

Reviewer 3 Email Address

Reviewer 3 Phone Number

F. RESOURCES

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

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

- No (Move to answer question 48)
- Yes (If yes, answer questions 47a & 47b)

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

In-State per Semester: \$Enter Amount

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

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

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

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

N/A

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

N/A

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

Students need to have:

- **A laptop with the Google Chrome web browser. The laptop should have unrestricted access to the Internet and full administrative rights.**
- **An OpenSSH client installed on their laptop such as Putty.**
- **Adobe Acrobat Reader or other PDF reader application.**
- **A brand new free tier Amazon Web Services (AWS) account or a Google Cloud Account with root access and no restrictions (estimated cost is \$5).**
- **A brand new free trial Azure account or an existing Azure account with owner access and no restrictions.**

System Hardware Requirements (approximately \$750)

1. **Hard Drive Free Space: VM ware, a Security Onion, and Packet Tracer software will be used.**
2. **Operating System: Windows or macOS operating systems are supported.**
3. **Laptop Requirements: Network, Wireless Connection: A wireless 802.11 network adapter is required. This can be the internal wireless adapter in your system or and external USB wireless adapter.**

Raspberry Pi Kit includes (approximately \$270):

- **Raspberry Pi 4 (2 GB, 4 GB or 8 GB RAM)**
- **CanaKit USB-C Power Supply**
- **Set of 3 Aluminum Heat Sinks**
- **CanaKit Quick-Start Guide**
- **CanaKit GPIO Reference Card**
- **SanDisk 32GB MicroSD w/NOOBS**
- **Premium White Case**
- **USB Card Reader**
- **Micro HDMI Cable**
- **Official Keyboard w/Hub**
- **Official Mouse**

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

We have incorporated indirect costs in the proposal budget.

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

Approval has been given to hire a new MIS faculty member. That position will be primarily for the new MS program. Drs. Pridmore and Towhidi will be primarily responsible for the new course development. Drs. Prince and Deng will develop and teach one course each.

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

a. Course Development

# of total courses in the curriculum:	10 courses
# of existing courses to be part of the new program	3 courses
Net number of new courses to be developed	7 courses

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

Instructor training will be necessary to prepare for the courses. Specifically, the IoT course, the Cloud computing course, Defensive and Offensive Security, Cryptography, the Advanced Networking courses, and the Cybersecurity Operations courses. With an estimated cost of \$200 per course needed, the expected cost is \$3,200.

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

a. *How many faculty will be re-directed to this program from existing programs?*

Four existing faculty members will teach in the program, and one new faculty member is planned as a new hire for the program.

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

Two faculty members (Jeannie Pridmore and Ellie Towhidi) will shift one-third of their efforts to teaching in the new program, and two faculty members (Brad Prince and Joan Deng) Will shift one-sixth of their teaching to the new program. Faculty teaching loads in the department will remain the same. Tenured and tenure track faculty will teach 3 courses each semester, and lecturers will teach 4. We hope to hire a new faculty member specializing in cybersecurity and will use special lecturers/adjuncts which we have already provisionally sourced to cover other courses in the new degree. We do not expect a significant impact on staff.

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

Jeannie Pridmore, Ph.D.

Ellie Towhidi, Ph.D.

Joan Deng, Ph.D.,

Brad Prince, Ph.D.

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

Current full-time lecturers will be redirected to cover the undergraduate classes as needed, and we can hire part-time lecturers to fill in as needed. We have already communicated with cybersecurity industry professionals who are interested in teaching.

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

Instructor training will be necessary to prepare for the courses. Specifically, the IoT course, the Cloud computing course, Defensive and Offensive Security, Cryptography, the Advanced Networking courses, and the Cybersecurity Operations courses. With an estimated cost of \$200 per course needed, the expected cost is \$3,200.

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

Faculty Name	Rank	Courses Taught (including term, course number, title, & credit hours)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current workload	Other Qualifications & Comments (related to courses taught)
Juanita Fridmore	Professor	CISM 5500 Advanced Networking - Routers, Switches, and Wireless Fall 3 credit hours, CISM 6420 Defensive and Offensive Security Fall 3 credit hours, CISM 6450 IoT Security and Analytics Spring 3 credit hours, CISM 6570 Cyberwarefare, Cybercrime, and Digital Forensics Summer 3 credit hours	Ph.D. Management of Information Technology and Innovation, MBA, BS in Chemical Engineering. Currently teaches CISM 3350 Introduction to IoT and Networks, and CISM 4500/4600 Advanced Networking	2/3 course load with a one course reduction fall and spring for MIS Program Director	Case Instructor Certified in CCNA 1, CCNA 2, CCNA 3, CyberOps, and DevNet
Elire Tuohidi	Assistant Professor	CISM 5600 Enterprise Networking and Security Spring 3 credit hours, CISM 6430 Cryptography, Identity, and Access Management Fall 3 credit hours, CISM 6440 Cloud Computing and Cybersecurity Spring 3 credit hours, CISM 5335 Cybersecurity Operations Spring 3 credit hours	Ph.D. Management Information Systems, MS Information Technology, BS Industrial Engineering. Currently teaches CISM 3350 Introduction to IoT and Networks, and CISM 462600 Enterprise Networks and Security, CISM 4335/5335 Cybersecurity Operations	3/3 course load	Case Instructor Certified in CCNA 1, CCNA 2, CCNA 3, and CyberOps
Joan Deng	Professor	CISM 6410 Information Asset Protection and Risk Management Fall 3 credit hours	Ph.D. in Management Information Systems, M.A. in Economics, B.A. in Economics. Currently teaches CISM 3355 Introduction to Programming, CISM 3340 Database Management	3/3 course load	
Brad Prince	Professor	CISM 6460 Security Planning and Systems Development, Summer 3 credit hours	Ph.D. Management of Information Technology and Innovation, MBA, B.S. Marketing CISM 4310 Analysis and Design	3/3 course load	
Haw Faculty Member	Assistant Professor	CISM 6460 Security Planning and Systems Development, Summer 3 credit hours, CISM 6470 Cyberwarefare, Cybercrime, and Digital Forensics Summer 3 credit hours, CISM 6230 Cryptography, Identity and Access Management Fall 3 credit hours, CISM 6420 Defensive and Offensive Security Fall 3 credit hours	Ph.D.	3/3 course load	
Part Time Lecturer	Part Time Lecturer	as needed		as needed	
Part Time Lecturer	Part Time Lecturer	as needed		as needed	

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

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

One New Faculty Member and two part timer lecturer

Explanation:

One new faculty member will be requested for the program. The new faculty member will teach at least three courses in this program. To enable Drs. Towhidid and Pridmore, to be able to teach in this new program, the plan is to hire a part-time lecturer who can cover the Introduction to Networking and IoT and to offload a few sections of CISM 3330 Introduction to Management Information Systems to full-time lecturers. There are also two industry partners who have agreed to serve in an advisory role for the new program, and they have expressed interest in teaching one class a year in the program.

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

0

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

F3. Facilities – complete the questions below:

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

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

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

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

Capital Costs for Needed Facilities and Space

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

*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

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

N/A

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

No existing programs will be negatively impacted at UWG.

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

N/A

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

No (Move to Question 63).

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

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

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces ¹				
Classrooms		Richards Hall 209 Richards Hall 123		2023-2024
Meeting Rooms				
Student Study Space				
Other (Specify)				

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

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

The MIS Lab in Richards Hall needs to be kept up to date with technology such as Cisco routers, switches, and IoT devices. UWG's virtual lab will also be needed to support the program.

F4. Technology

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

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Cisco Academic Alliance		\$600	
2	Cisco Equipment Updates as Needed		\$2000	
3	Cisco Netlab Access		\$3150	
4				
5				
6				
Total Technology Costs		0	\$5,750.00	

RISKS AND ASSUMPTIONS

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

Risk	Severity	Probability	Risk Mitigation Strategy
A faculty member teaching in the program leaves	High	Low	Have at least one professor trained as a backup for each class in the program

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

The assumption is that the program will receive SACSCOC approval.

G. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Yes

Appendix A



Strategic Cybersecurity and Information Management

Program Description

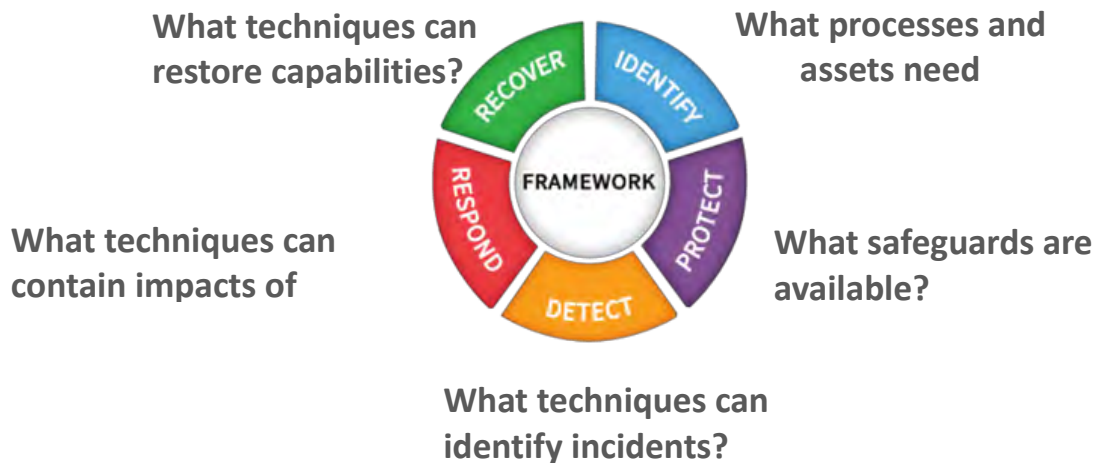
The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program focuses on strategically applying cybersecurity best practices by weaving together technical topics such as vulnerability testing, threat detection, and digital forensics with strategic managerial topics such as data protection, privacy, policy, and risk assessment.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

- 1) understand how cyber threats can affect their organization's mission**
- 2) able to identify and assess cybersecurity vulnerabilities**
- 3) communicate cyber threats to stakeholders in terms of risk**
- 4) develop feasible, actionable plans to address cyber vulnerabilities**
- 5) be able to implement those plans successfully**

Employment opportunities may include positions such as Security Engineer, Security Analysts, Project Manager, Forensics Team Lead or Incident Response, Director of Software Security Engineering, Chief Information Security Officer (CISO), Chief Information Officer (CIO), or Chief Technology Officer (CTO).

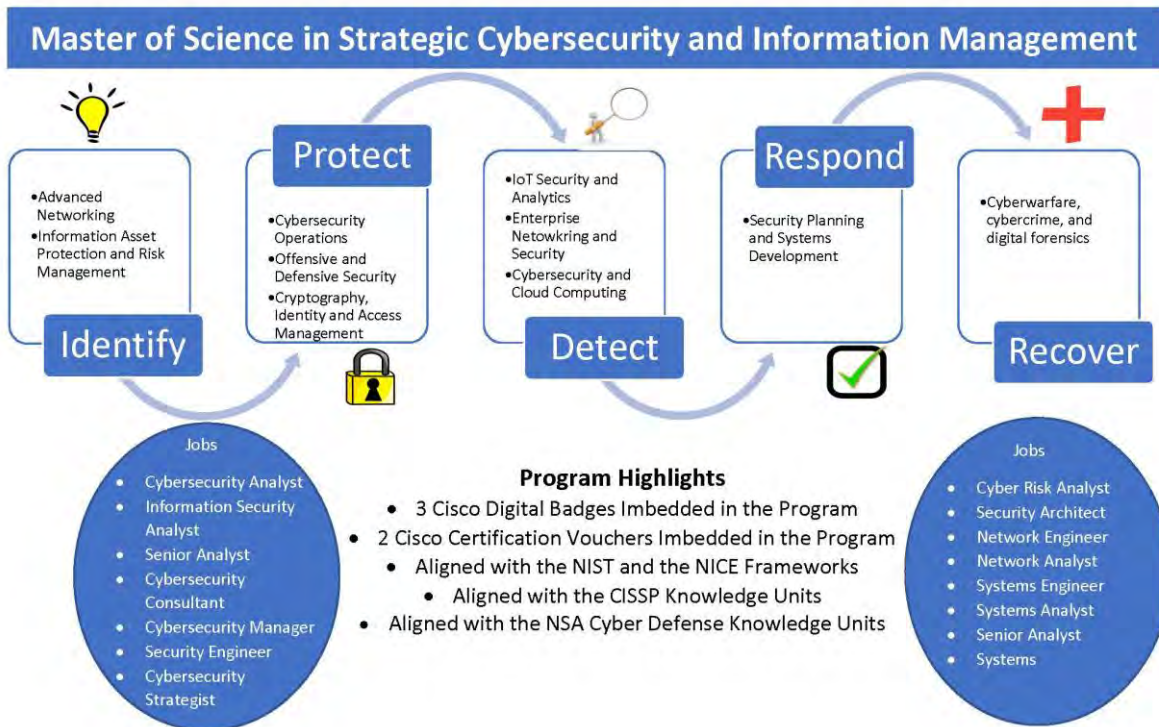
The SCIM program is tied to Cisco's CCNA and CyberOps certifications, aligned with the Certified Information Systems Security Professional (CISSP) Certification knowledge units, the National Institute of Standards and Technology (NIST) Cybersecurity Framework, the National Institute for Cybersecurity Education (NICE) Framework, and the National Security Agency's (NSA) CyberDefense knowledge units. Students have the opportunity to earn three Cisco Digital Badges and two Cisco certification vouchers.



NIST Cybersecurity Framework

Program Learning Outcomes:

- 1) **Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM5500, CISM 6410)**
- 2) **Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 5355, CISM 6420, CISM 6430)**
- 3) **Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 5600, CISM 6440, CISM 6450)**
- 4) **Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)**
- 5) **Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)**



The University of West Georgia's STEM-approved Masters of Science in Strategic Cybersecurity and Information Management program seeks highly motivated and ethical individuals with education and professional credentials that will enable them to be successful graduate students and security professionals. Admission to the program is based upon a combination of the following requirements:

1. Bachelor's degree in a technology-related field, such as computing, management information systems, networking, network administration, computer engineering, computer science, software engineering, computer security, information technology, and information assurance from an institution of higher education with full regional accreditation for that degree. International students must have an undergraduate (bachelor's) degree that is equivalent to a four-year undergraduate degree in the U.S.
2. Minimum undergraduate grade point average (GPA) of 2.70 on a 4.0 scale.

3. A student may be admitted without a technical background if they complete the foundational modules:

- **Programming Fundamentals**
- **Networking and IoT Fundamentals**
- **Information Systems Fundamentals**

Required Courses

1. **CISM 5500 - Advanced Networking – Routers, Switches, and Wireless (currently offered and an Accelerated Bachelors to Masters option – CISCO Digital Badge CCNA2)**
2. **CISM 5600 - Enterprise Networking and Security (currently offered and an Accelerated Bachelors to Masters option – CISCO Digital Badge CCNA 3 and certification voucher)**
3. **CISM 5355 - Cybersecurity Operations (currently offered and an Accelerated Bachelors to Masters option – CISCO Digital Badge CyberOps and certification voucher)**

(up to 6 hours credit for Accelerated Bachelors to Master's program path)

4. CISM 6410 - Information Asset Protection and Risk Management

Description: This course examines data and information security, protection, and risk management. The course will help the student identify information security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in risk management and will be introduced to risk management standards and approaches, both qualitative and quantitative, for risk analysis. This course aims to assist professionals in understanding risk management and enabling them to leverage those principles to make an organization more resilient to operational disruptions and other perils.

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

- **Build on a foundational understanding of risk management, including the definitions of risk, related elements, risk management, response, etc.**
- **Identify standards and other literature that provide direction on how to conduct analysis and manage uncertainty.**
- **Implement the OCTAVE Allegro and FORTE process methodologies.**
- **Explore the use of other methodologies and tools for risk management.**
- **Research and analyze those factors that are important to successfully implementing a risk management program within an organization.**
- **Develop and justify practical strategies, tools, and practices that can lead to an adaptive approach to risk management in a variety of settings, scales, and diverse industry applications.**

5. CISM 6420 – Defensive and Offensive Security

Businesses of all sizes need defensive and offensive cybersecurity. Offensive cybersecurity tries to identify and stifle enemy entry points before they have the opportunity to initiate an attack. Offensive includes ethical hacking/penetration testing, vulnerability testing, cloud security testing, and social engineering. Defensive cyber security is the counterpart to the offensive. It is an approach that emphasizes detecting malicious activity, preventing attacks, and responding to cyber incidents in real-time. Defensive includes managed detection and response, remediation support, and dedicated resources.

This course provides insights for dealing with security breaches and disasters, compliance, network infrastructure and password management, vulnerability scanning, and penetration testing. Students will gain an overview of existing offensive security techniques, including well-known attacks that break confidentiality, integrity, and availability of computing resources and attacks targeting human weaknesses. Students will learn tools and techniques to help improve security in sensible, manageable chunks.

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

- Evaluate the need for offensive cybersecurity
- Evaluate the need for defensive cybersecurity
- Utilize a variety of tools and processes to examine and analyze the security of systems
- Gain hands-on experience with a variety of offensive and defensive cybersecurity methods

6. CISM 6430 – Cryptography, Identity and Access Management

Confidentiality, integrity, availability, authentication, authorization, and accountability are the most critical security requirements that serve as the basis for deploying and delivering trustworthy I.T. applications and services in enterprises, mobile devices, and via Cloud providers. Adopting cryptography and identity management techniques addresses those security requirements and has become vital to all business applications and electronic transactions. This course provides the ground-up coverage on the high-level concepts, applied mechanisms, architecture, and real-world implementation practices of using cryptography and identity management techniques applied to Blockchain and Cloud hosted applications and services.

The course will examine the fundamentals of cryptography, access control principles, identity management and assurance strategies applied to I.T. applications and Cloud infrastructure based services, the use of cryptographic algorithms, mechanisms, and applied technologies intended for encrypting data in transit, use, and at rest, managing cryptographic key operations lifecycle, private blockchain infrastructures (Ethereum/Hyperledger Fabric), integrating public-key infrastructures and certificate authorities, verifying and validating personal, device and host identities with digital signatures, creating directory services, enabling single sign-on authentication, enforcing access control and authorization policies in I.T. resources, monitoring, logging and recording audit trails and leading to meet compliance with industry and regulatory mandates.

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

- **Fundamentals of cryptography and its usage scenarios.**
- **Understand the concepts, guiding principles, and applied cryptographic mechanisms used in Blockchain and Cloud infrastructures.**
- **Design security architectures that assure comprehensive data protection using encryption at all layers of I.T. infrastructure enforces end-to-end identity and access management controls, monitoring and auditing processes, and compliance with industry and regulatory mandates.**
- **Use of Cloud-based services and technologies solutions that build on Public-Key infrastructures (PKI), Cryptographic Key Management Services (KMS), Certificate Authorities (C.A.), Cryptographic Hardware Security Modules (HSM), Identity and Access Management (IAM) infrastructures for directory services, identity provisioning, Zero Knowledge Identity, Web Single Sign-on (SSO), Multi-factor Authentication (MFA) and enabling identity federation across enterprises and Cloud providers.**
- **Understand emerging Quantum resistant cryptographic methods like Post-Quantum Cryptography (PQC) algorithms and Quantum Key Distribution (QKD)**
- **Understanding of Security testing and benchmarking for Identity and Access Control policies.**
- **Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for data protection and privacy in Cloud-hosted applications and services.**

7. CISM 6440 - Cybersecurity and Cloud Computing

This course is designed to help students build and maintain a truly defensible security architecture while guiding them towards implementing Zero Trust principles, pillars, and cloud computing capabilities. Students will learn how to assess and configure existing cybersecurity technologies to significantly improve their organizations' prevention, detection, and response capabilities using cloud-based software (Saas), platform (Paas), and infrastructure (Iaas). The course will also explore some of the latest technologies and their capabilities, strengths, and weaknesses. You will come away with recommendations and suggestions that will aid in building a robust security

infrastructure, layer by layer, across hybrid and cloud environments as you embark on a journey towards Zero Trust. Students will gain hands-on experience with secure architecture systems such as Amazon AWS and Google Cloud.

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

- **Fundamentals of cloud computing architectures based on current standards, protocols, and best practices intended for delivering Cloud-based enterprise I.T. services and business applications.**
- **Identify the known threats, risks, vulnerabilities, and privacy issues associated with Cloud-based I.T. services.**
- **Understand the concepts and guiding principles for designing and implementing appropriate safeguards and countermeasures for Cloud-based I.T. services**
- **Approaches to designing cloud services that meet essential Cloud infrastructure characteristics – on-demand computing, shared resources, elasticity, and measuring usage.**
- **Design security architectures that assure secure isolation of physical and logical infrastructures, including compute, network and storage, comprehensive data protection at all layers, end-to-end identity and access management, monitoring and auditing processes, and compliance with industry and regulatory mandates.**
- **Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for Cloud-based infrastructures.**

8. CISM 6450 – IoT Security and Analytics

The explosive growth of connected IoT devices enables the world's digitization. Architectures and processes of the past are making way for more modern, real-time applications thanks to IoT (Internet of Things) systems. Dynamic data platforms are being built, and our ability to extract data using the latest analytics techniques is growing.

However, the data they also collect dramatically increases the number of security threats. You'll use the latest technologies to perform vulnerability and risk

assessments, then research and recommend risk mitigation strategies for common security threats in IoT systems.

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

- **Conduct end-to-end security assessments of IoT systems to demonstrate vulnerabilities.**
- **Gain hands-on experience with IoT prototypes using a Raspberry Pi.**
- **Recommend threat mitigation measures to minimize the risk in IoT solutions and networks.**
- **Become proficient using real-world penetration and vulnerability testing tools such as Kali Linux.**
- **Use Python to create code that reads data from sensors and stores it in a SQL database.**
- **Visualize, clean, manipulate and integrate data sets.**
- **Learn fundamental principles of Big Data platforms like Hadoop.**
- **Use storytelling to present insights gained from extracted data.**

9. CISM 6460 – Security Planning and Systems Development

This course sits at the intersection of security management, computer security, and software development. It provides students with a foundation of security planning and development by applying security principles to software development lifecycle, contingency, and recovery planning principles. Students will learn practical secure software developing and testing skills.

Software security is concerned with ensuring that software processes are designed to prevent data and computing resources from becoming lost, unreliable, altered, inaccessible, or corrupt. In this course, students will learn how to identify, categorize, and prioritize the information and other resources software systems use and develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either non-

conformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations, establish security requirements, develop guidelines for security that are applied during the software design, operations, and maintenance processes, evaluate security requirements during software reviews and audits, develop a configuration and process management policy that addresses corrective action for existing software, monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities, and develop plans for the physical security of the software.

COURSE TOPICS

Secure software development life cycle (SSDLC)

Testing software vulnerability in SDLC

Operating software securely

Maintaining software securely

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

- **Assess software security requirements to prevent data loss.**
- **Design software to meet software security requirements.**
- **Develop strategies to mitigate security vulnerabilities.**
- **Develop guidelines for operational security.**
- **Conduct software security reviews and audits.**
- **Develop a software security monitoring policy**

10. CISM 6470 – Cyberwarfare, Cybercrime, and Digital Forensics

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

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

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

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

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

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

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

Appendix B



Industry Support Letters



12Sep2022

Board of Regents of the University System of Georgia
270 Washington Street, SW Atlanta, GA30334

Greetings:

I write to support the University of West Georgia's application to establish the Master of Science in Strategic Cybersecurity and Information Management degree program.

CyberSecurity is a growing and dynamic field critical to the security of our nation and ongoing success of our economy. Demand for skilled practitioners, in CyberSecurity, greatly outpaces supply, and many in leadership roles, myself included, learned our trade on the job after formal educations in a broad background of non-security technical disciplines. We are often challenged both to develop our existing strategic leaders and to equip our senior technical teams. In my years working in the Fortune 100, I often struggled to hire team members who could effectively connect theory with practice and deliver rapid value.

The University of West Georgia's proposed Master of Science in Strategic Cybersecurity and Information Management degree program delivers both objectives in a manner I have not found previously in the market. This program delivers strategic guidance underpinned by hands-on technical skills. Strategic leaders will develop a meaningful understanding of the capabilities they support and deploy while technical teams will grow their skills and learn the broader role supported by their specific disciplines.

I am excited to see such an effectively designed program and would encourage you to approve this application. The program comes at a time of great need in the industry and deliver targeted solutions to a number of the market's greatest needs.

I appreciate your consideration of this valuable program. If I may be of any assistance in your evaluation, please let me know and I will be happy to assist.

Joshua C. Sorenson | CISM, CISA

Senior Manager, Information Security Services
Security Practice Lead



17Sep2022

Board of Regents of the University System of Georgia
270 Washington Street, SW Atlanta, GA 30334

To Whom It May Concern:

The purpose of this letter is to support the University of West Georgia's efforts to create the Master of Science in Strategic Cybersecurity and Information Management degree program.

Information and cyber security disciplines are currently experiencing one of the worst skill gaps of any field. Some sources predict that there will be more than 3 million unfilled positions by 2025. This paints a disturbing picture of the future when contrasted with the volume of major cyber security incidents that are reported on an almost daily basis. The need for qualified, and most importantly, cybersecurity-focused individuals to fill these cannot be overstated.

Traditionally, many organizations have concentrated on re-training information technology or business practitioners into cyber security personnel. While this blending can be effective, it is not nearly as ideal as having candidates that are prepared from the ground up with a security-first mindset. A program such as the one proposed by the University of West Georgia would provide those that wish to enter the field of cybersecurity a considerable advantage in the workforce due to being able to immediately begin providing value to an organization in a cybersecurity position with no "re-tooling" required.

As a security leader, I struggle daily to hire talent that I am confident has the cybersecurity skills and knowledge to be an effective member of my team. I truly believe this program would go a long way towards helping to close that gap and provide qualified candidates that upon graduation would be ready to help defend against the multitude of cyber threats facing our citizens, enterprises, and nation.

Jacob D. McLein
Vice President, Enterprise Information Security
Southwire Company, LLC



Mayra Paredes
Enterprise IT Security Operations Manager
Southwire LLC
One Southwire Drive
Carrollton GA, 30319

Board of Regents of the University System of Georgia
270 Washington Street SW, Atlanta Georgia 30334

September 19, 2022

To whom it may concern:

I am pleased to write this letter in support of the University of West Georgia's application to implement a Master of Science Degree in Strategic Cybersecurity and Information Management.

The proliferation of digital information, data computing and communication technologies globally has created a critical need for a skilled workforce. As a Cybersecurity Manager, I have found it challenging to find candidates that possess the ability to respond properly to cyber threats. For this reason, supporting initiatives like the University of West Georgia Cybersecurity degree program is crucial to meet the high demand for qualified talent.

The program's proposed objective of training workers to diligently assess cyber threats will continue to escalate, and all industries rely on skilled cybersecurity professionals to ensure data integrity and to protect people, devices, and systems from cyber threats.

As an MBA alumnus, I recognize the University of West Georgia's passion for fostering the brilliant minds of tomorrow through a comprehensive program aimed at preparing individuals to embrace their own paths by contributing their skills to building a safer cyber environment.

Sincerely,

Mayra Paredes
Enterprise IT Security Operations Manager
Southwire LLC

September 16, 2022

Anne Marie Colombo
PO Box 5757
Douglasville, GA 30154

Board of Regents, University System of Georgia
270 Washington Street SW
Atlanta, GA 30334

Dear Board of Regents:

I am writing to encourage the Board of Regents to approve the University of West Georgia's application to establish the Master of Science in Strategic Cybersecurity and Information Management degree program.

The breadth and depth of the curriculum in this program stands out to me because it equips the student with a wide range of knowledge needed across the different positions and levels within a typical organization's cybersecurity department.

What is notable about the proposed program is that it provides education on Strategy, the view needed from a managerial perspective or a Chief Information Security Officer as well as offering a view on what a hands-on networking engineer's work may look like.

It will appeal to a wide range of potential students, such as an entry level student coming in from a bachelor's program, someone who is switching their career to move into cybersecurity or a professional looking to reach the next level in their career, such as a Chief Information Security Officer. This program exposes students to a wide range of career possibilities and the necessary skills needed to explore and be successful in these areas.

I am currently working as the Regulated Industries, Security and Compliance Officer at SAP supporting SAP's large enterprise customers and have been very active in serving on the Metro Atlanta ISSA Chapter board since 2015, including serving as previous President of the Chapter. I regularly hear about the shortage of cybersecurity talent in the industry. According to CyberSeek.org ([Cybersecurity Supply And Demand Heat Map \(cyberseek.org\)](https://www.cyberseek.org)) over 18,111 skilled cybersecurity resources are needed in the Metro Atlanta area at this time.

I look forward to working with Dr. Pridmore to establish a Metro Atlanta ISSA student extension at the University of West Georgia when this program is established.

Sincerely,

Anne Marie Colombo

M.S.

Master of Science in Strategic Cybersecurity and Information Management

Student Learning Outcome	Measure/Method	Success Criterion
<p>SLO 1: Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM 6410)</p>	<p>This will be assessed every year, starting in 2023, in CISM 6410 using a project to develop and present a Risk Management Plan.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of this spreadsheet.</p>
<p>SLO 2: Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 6430)</p>	<p>This will be assessed every year, starting in 2023, in CISM 6430 with an assignment. Students will be required to complete a team project consisting of solving practical problems including: (1) the breaking or design of (variations of) a number of known cryptographic primitives (e.g., encryption schemes, authentication schemes, etc.); and (2) designing and implementing privacy and security solutions, based on the cryptography studied in class, as an improvement to a real-life system.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 2" of this spreadsheet.</p>
<p>SLO 3: Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 6450)</p>	<p>This will be assessed every year, starting in 2024, in CISM 6450. Students will use Python to create code that reads data from IoT devices and stores it in a SQL database. Clean, manipulate and integrate data sets to create visualizations to present insights gained from the data such as recommendations for threat mitigation measures to minimize the risk in IoT solutions and networks.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 3" of this spreadsheet.</p>
<p>SLO 4: Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)</p>	<p>This will be assessed every year, starting in 2024, in CISM 6460 with a project to develop a secure software development policy.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 4" of this spreadsheet.</p>
<p>SLO 5: Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)</p>	<p>This will be assessed every year, starting in 2024, in CISM 6470 with a project to develop an effective cybersecurity program for an organization that includes designing multifaceted, strategic responses to cyber threats and incidents.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 5" of this spreadsheet.</p>

Strategic Cybersecurity and Inform

Student Learning Outcome	Strategic Plan Connection
<p>SLO 1: Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM 6410)</p>	<p>The proposed program learning objective SLO1 engages students in a broad range of strategic threat, vulnerability, and risk assessment and management planning. This project includes a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity management, policy development, or security/network analyst (competitiveness - professional development), and will be completed the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).</p>
<p>SLO 2: Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 6430)</p>	<p>The proposed program learning objective SLO2 engages students in a broad range of system vulnerabilities and the use of cryptography to minimize risk and social human factors. This project includes a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity management, policy development, or security/network analyst (competitiveness - professional development), and will be completed the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).</p>

<p>SLO 3: Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 6450)</p>	<p>The proposed program learning objective SLO3 engages students in a broad range of IoT and edge computing risk, how to secure these items, and how to use and present the data from these devices to tell a business relevant story. This project includes a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity management, policy development, or security/networking analysis (competitiveness - professional development), and will be completed the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).</p>
<p>SLO 4: Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)</p>	<p>The proposed program learning objective SLO4 engages students in a broad range of strategic threat, vulnerability, and risk assessments to develop an effective Business Cybersecurity Contingency Plan. This project includes a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity management, policy development, and technology project manager (competitiveness - professional development), and will be completed the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).</p>

SLO 5: Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)

The proposed program learning objective SLO5 engages students in a broad range of strategic threat, vulnerability, and risk assessments using a global perspective. This project includes a significant amount of hands-on learning experiences and instruction (relevance - academic engagement). It will prepare students for 21st-century careers in cybersecurity management, policy development, or security/network analyst (competitiveness - professional development), and will be completed the guidance of teaching-oriented faculty with significant experience serving students in cyber-related programs (placemaking - caring, student-centered community).

Department of Science

Information Management (SCIM)

Measure/Method	Success Criterion	AY18	AY19	AY20
<p>This will be assessed every year, starting in 2023, in CISM 6410 using a project to develop and present a Risk Management Plan.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 1" of this spreadsheet.</p>			
<p>This will be assessed every year, starting in 2023, in CISM 6430 with an assignment. Students will be required to complete a team project consisting of solving practical problems including: (1) the breaking or design of (variations of) a number of known cryptographic primitives (e.g., encryption schemes, authentication schemes, etc.); and (2) designing and implementing privacy and security solutions, based on the cryptography studied in class, as an improvement to a real-life system.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 2" of this spreadsheet.</p>			

<p>This will be assessed every year, starting in 2024, in CISM 6450. Students will use Python to create code that reads data from IoT devices and stores it in a SQL database. Clean, manipulate and integrate data sets to create visualizations to present insights gained from the data such as recommendations for threat mitigation measures to minimize the risk in IoT solutions and networks.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 3" of this spreadsheet.</p>			
<p>This will be assessed every year, starting in 2024, in CISM 6460 with a project to develop a secure software development policy.</p>	<p>A combined score of 80% or higher in the assignment denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 4" of this spreadsheet.</p>			

<p>This will be assessed every year, starting in 2024, in CISM 6470 with a project to develop an effective cybersecurity program for an organization that includes designing multifaceted, strategic responses to cyber threats and incidents.</p>	<p>A score of 80% or higher denotes exceeding expectations, between 60%-80% meeting expectations, and below 60% does not meet expectations. The rubric that will be used for the assignments can be found in sheet "Rubric LO 5" of this spreadsheet.</p>			
--	---	--	--	--

Interpretation & Use of Results	Improvement Plan

--	--

<u>INSTRUCTIONS</u>	<u>CURRICULUM MAPPING TEMPLATE</u>							
1. Management	DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		Weaving						
2. M.S. in Strategic Cybersecurity and Information Management	PROGRAM:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		Underwater basket weaving		COURSES	COURSES	COURSES	COURSES	COURSES
<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</p>		1	CISM 5355	I	I			I
		2	CISM 5500	R				
		3	CISM 5600	R	R	I	I	
		4	CISM 6410	M, A				R
		5	CISM 6420		R		R	R
		6	CISM 6430		M, A		R	R
		7	CISM 6440			R	R	R
		8	CISM 6450			M, A	R	R
		9	CISM 6460				M, A	R
		10	CISM 6470					M, A
		11						
		12						
		13						
		14						
		15						
		16						

introduced "I", Reinforced "R", or Mastered "M" within the course.

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

****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.**

17						
18						
19						
20						
21						
22						

CISM 6410: Information Asset Protection and Risk Management

COURSE DESCRIPTION

This course examines data and information security, protection, and risk management. The course will help the student identify information security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in risk management and will be introduced to risk management standards and approaches, both qualitative and quantitative, for risk analysis. This course aims to assist professionals in understanding risk management and enabling them to leverage those principles to make an organization more resilient to operational disruptions and other perils.

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

- Build a foundational understanding of risk management, including the definitions of risk, related elements, risk management, response, etc.
- Identify standards and other literature that provide direction on how to conduct analysis and manage uncertainty.
- Implement the OCTAVE Allegro and FORTE process methodologies.
- Explore the use of other methodologies and tools for risk management.
- Research and analyze those factors that are important to successfully implementing a risk management program within an organization.
- Develop and justify practical strategies, tools, and practices that can lead to an adaptive approach to risk management in a variety of settings, scales, and diverse industry applications.

INSTRUCTOR INFORMATION

NAME:

Joan Deng, Ph.D.

OFFICE LOCATION:

Richards Hall

OFFICE HOURS:

TBD

CLASS TIME AND LOCATION:

TBD

BOOKS AND MATERIALS

Information Risk Management, Second edition 2nd Edition by [David Sutton](#)

GRADING

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

Midterm	20%
Final Exam	20%
Project 1	20%
Project 2	20%
Project 3 and Presentation	20%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6420 - Defensive and Offensive Security

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CISM

Course Number* 6420

Course Title* Defensive and Offensive Security

Course Type*

Management Information Systems

Catalog Course Description* Businesses of all sizes need defensive and offensive cybersecurity. Offensive cybersecurity tries to identify and stifle enemy entry points before they have the opportunity to initiate an attack. Offensive includes ethical hacking/penetration testing, vulnerability testing, cloud security testing, and social engineering. Defensive cyber security is the counterpart to the offensive. It is an approach that emphasizes detecting malicious activity, preventing attacks, and responding to cyber incidents in real-time. Defensive includes managed detection and response, remediation support, and dedicated resources.

This course provides insights for dealing with security breaches and disasters, compliance, network infrastructure and password management, vulnerability scanning, and penetration testing. Students will gain an overview of existing offensive security techniques, including well-known attacks that break confidentiality, integrity, and availability of computing resources and attacks targeting human weaknesses. Students will learn tools and techniques to help improve security in sensible, manageable chunks.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

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)*

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


Justification and Assessment

What is the rationale for adding this course?* This course is a required course for the new Master of Science in Strategic Cybersecurity and Information Management.

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

- Evaluate the need for offensive cybersecurity
- Evaluate the need for defensive cybersecurity
- Utilize a variety of tools and processes to examine and analyze the security of systems
- Gain hands-on experience with a variety of offensive and defensive cybersecurity methods

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* 25

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.

CISM 6420: Defensive and Offensive Security

COURSE DESCRIPTION

Businesses of all sizes need defensive and offensive cybersecurity. Offensive cybersecurity tries to identify and stifle enemy entry points before they have the opportunity to initiate an attack. Offensive includes ethical hacking/penetration testing, vulnerability testing, cloud security testing, and social engineering. Defensive cyber security is the counterpart to the offensive. It is an approach that emphasizes detecting malicious activity, preventing attacks, and responding to cyber incidents in real-time. Defensive includes managed detection and response, remediation support, and dedicated resources.

This course provides insights for dealing with security breaches and disasters, compliance, network infrastructure and password management, vulnerability scanning, and penetration testing. Students will gain an overview of existing offensive security techniques, including well-known attacks that break confidentiality, integrity, and availability of computing resources and attacks targeting human weaknesses. Students will learn tools and techniques to help improve security in sensible, manageable chunks.

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

- Evaluate the need for offensive cybersecurity
- Evaluate the need for defensive cybersecurity
- Utilize a variety of tools and processes to examine and analyze the security of systems
- Gain hands-on experience with a variety of offensive and defensive cybersecurity methods

INSTRUCTOR INFORMATION

NAME:

Jeannie Pridmore, Ph.D.

OFFICE LOCATION:

Richards Hall 247

OFFICE HOURS:

TBD

CLASS TIME AND LOCATION:

TBD

BOOKS AND MATERIALS

Adversarial Tradecraft in Cybersecurity: Offense versus defense in real-time computer conflict by [Dan Borges](#)

Ethical Hacking: Ultimate Introduction to Ethical Hacking and Pen-Testing by Tumukwatse Bedah

GRADING

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

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6430 - Cryptography, Identity and Access Management

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CISM

Course Number* 6430

Course Title* Cryptography, Identity and Access Management

Course Type*

Management Information Systems

Catalog Course Description* Confidentiality, integrity, availability, authentication, authorization, and accountability are the most critical security requirements that serve as the basis for deploying and delivering trustworthy I.T. applications and services in enterprises, mobile devices, and via Cloud providers. Adopting cryptography and identity management techniques addresses those security requirements and has become vital to all business applications and electronic transactions. This course provides the ground-up coverage on the high-level concepts, applied mechanisms, architecture, and real-world implementation practices of using cryptography and identity management techniques applied to Blockchain and Cloud hosted applications and services.

The course will examine the fundamentals of cryptography, access control principles, identity management and assurance strategies applied to I.T. applications and Cloud infrastructure based services, the use of cryptographic algorithms, mechanisms, and applied technologies intended for encrypting data in transit, use, and at rest, managing cryptographic key operations lifecycle, private blockchain infrastructures (Ethereum/Hyperledger Fabric), integrating public-key infrastructures and certificate authorities, verifying and validating personal, device and host identities with digital signatures, creating directory services, enabling single sign-on authentication, enforcing access control and authorization policies in I.T. resources, monitoring, logging and recording audit trails and leading to meet compliance with industry and regulatory mandates.

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? Yes No

311

If yes, indicate maximum number of ... 3

counting separately toward graduation?*

credit hours counted toward graduation.*

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


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

Justification and Assessment

What is the rationale for adding this course?* This course is required with the new Master of Science in Strategic Cybersecurity and Information Management.

- Student Learning Outcomes*** Learning Objectives - Students who complete this course successfully will be able to do the following:
- Fundamentals of cryptography and its usage scenarios.
 - Understand the concepts, guiding principles, and applied cryptographic mechanisms used in Blockchain and Cloud infrastructures.
 - Design security architectures that assure comprehensive data protection using encryption at all layers of I.T. infrastructure enforces end-to-end identity and access management controls, monitoring and auditing processes, and compliance with industry and regulatory mandates.
 - Use of Cloud-based services and technologies solutions that build on Public-Key infrastructures (PKI), Cryptographic Key Management Services (KMS), Certificate Authorities (C.A.), Cryptographic Hardware Security Modules (HSM), Identity and Access Management (IAM) infrastructures for directory services, identity provisioning, Zero Knowledge Identity, Web Single Sign-on (SSO), Multi-factor Authentication (MFA) and enabling identity federation across enterprises and Cloud providers.
 - Understand emerging Quantum resistant cryptographic methods like Post-Quantum Cryptography (PQC) algorithms and Quantum Key Distribution (QKD)
 - Understanding of Security testing and benchmarking for Identity and Access Control policies.
 - Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for data protection and privacy in Cloud-hosted applications and services.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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* 25

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.

CISM 6430: Cryptography, Identity and Access Management

COURSE DESCRIPTION

Confidentiality, integrity, availability, authentication, authorization, and accountability are the most critical security requirements that serve as the basis for deploying and delivering trustworthy I.T. applications and services in enterprises, mobile devices, and via Cloud providers. Adopting cryptography and identity management techniques addresses those security requirements and has become vital to all business applications and electronic transactions. This course provides the ground-up coverage on the high-level concepts, applied mechanisms, architecture, and real-world implementation practices of using cryptography and identity management techniques applied to Blockchain and Cloud hosted applications and services.

The course will examine the fundamentals of cryptography, access control principles, identity management and assurance strategies applied to I.T. applications and Cloud infrastructure based services, the use of cryptographic algorithms, mechanisms, and applied technologies intended for encrypting data in transit, use, and at rest, managing cryptographic key operations lifecycle, private blockchain infrastructures (Ethereum/Hyperledger Fabric), integrating public-key infrastructures and certificate authorities, verifying and validating personal, device and host identities with digital signatures, creating directory services, enabling single sign-on authentication, enforcing access control and authorization policies in I.T. resources, monitoring, logging and recording audit trails and leading to meet compliance with industry and regulatory mandates.

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

- Fundamentals of cryptography and its usage scenarios.
- Understand the concepts, guiding principles, and applied cryptographic mechanisms used in Blockchain and Cloud infrastructures.
- Design security architectures that assure comprehensive data protection using encryption at all layers of I.T. infrastructure enforces end-to-end identity and access management controls, monitoring and auditing processes, and compliance with industry and regulatory mandates.
- Use of Cloud-based services and technologies solutions that build on Public-Key infrastructures (PKI), Cryptographic Key Management Services (KMS), Certificate Authorities (C.A.), Cryptographic Hardware Security Modules (HSM), Identity and Access Management (IAM) infrastructures for directory services, identity provisioning, Zero Knowledge Identity, Web Single Sign-on (SSO), Multi-factor Authentication (MFA) and enabling identity federation across enterprises and Cloud providers.
- Understand emerging Quantum resistant cryptographic methods like Post-Quantum Cryptography (PQC) algorithms and Quantum Key Distribution (QKD)
- Understanding of Security testing and benchmarking for Identity and Access Control policies.

- Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for data protection and privacy in Cloud-hosted applications and services.

INSTRUCTOR INFORMATION

NAME:

Ellie Towhidi, Ph.D.

OFFICE LOCATION:

Richards Hall 246

OFFICE HOURS:

TBD

CLASS TIME AND LOCATION:

TBD

BOOKS AND MATERIALS

Modern Cryptography for Cybersecurity Professionals: Learn how you can leverage encryption to better secure your organization's data by Lisa Bock

GRADING

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

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6440 - Cybersecurity and Cloud Computing

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course?* Yes No

Course Information

Course Prefix*

CISM

Course Number* 6440

Course Title* Cybersecurity and Cloud Computing

Course Type*

Management Information Systems

Catalog Course Description* This course is designed to help students build and maintain a truly defensible security architecture while guiding them towards implementing Zero Trust principles, pillars, and cloud computing capabilities. Students will learn how to assess and configure existing cybersecurity technologies to significantly improve their organizations' prevention, detection, and response capabilities using cloud-based software (SaaS), platform (PaaS), and infrastructure (IaaS). The course will also explore some of the latest technologies and their capabilities, strengths, and weaknesses. You will come away with recommendations and suggestions that will aid in building a robust security infrastructure, layer by layer, across hybrid and cloud environments as you embark on a journey towards Zero Trust. Students will gain hands-on experience with secure architecture systems such as Amazon AWS and Google Cloud.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

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)*

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


Justification and Assessment

What is the rationale for adding this course?* This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.

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

- Fundamentals of cloud computing architectures based on current standards, protocols, and best practices intended for delivering Cloud-based enterprise I.T. services and business applications.
- Identify the known threats, risks, vulnerabilities, and privacy issues associated with Cloud-based I.T. services.
- Understand the concepts and guiding principles for designing and implementing appropriate safeguards and countermeasures for Cloud-based I.T. services
- Approaches to designing cloud services that meet essential Cloud infrastructure characteristics – on-demand computing, shared resources, elasticity, and measuring usage.
- Design security architectures that assure secure isolation of physical and logical infrastructures, including compute, network and storage, comprehensive data protection at all layers, end-to-end identity and access management, monitoring and auditing processes, and compliance with industry and regulatory mandates.
- Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for Cloud-based infrastructures.

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* 25

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.

CISM 6440: Cybersecurity and Cloud Computing

COURSE DESCRIPTION

This course is designed to help students build and maintain a truly defensible security architecture while guiding them towards implementing Zero Trust principles, pillars, and cloud computing capabilities. Students will learn how to assess and configure existing cybersecurity technologies to significantly improve their organizations' prevention, detection, and response capabilities using cloud-based software (SaaS), platform (PaaS), and infrastructure (IaaS). The course will also explore some of the latest technologies and their capabilities, strengths, and weaknesses. You will come away with recommendations and suggestions that will aid in building a robust security infrastructure, layer by layer, across hybrid and cloud environments as you embark on a journey towards Zero Trust. Students will gain hands-on experience with secure architecture systems such as Amazon AWS and Google Cloud.

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

- Fundamentals of cloud computing architectures based on current standards, protocols, and best practices intended for delivering Cloud-based enterprise I.T. services and business applications.
- Identify the known threats, risks, vulnerabilities, and privacy issues associated with Cloud-based I.T. services.
- Understand the concepts and guiding principles for designing and implementing appropriate safeguards and countermeasures for Cloud-based I.T. services
- Approaches to designing cloud services that meet essential Cloud infrastructure characteristics – on-demand computing, shared resources, elasticity, and measuring usage.
- Design security architectures that assure secure isolation of physical and logical infrastructures, including compute, network and storage, comprehensive data protection at all layers, end-to-end identity and access management, monitoring and auditing processes, and compliance with industry and regulatory mandates.
- Understand the industry security standards, regulatory mandates, audit policies, and compliance requirements for Cloud-based infrastructures.

INSTRUCTOR INFORMATION

NAME:

Ellie Towhidi, Ph.D.

OFFICE LOCATION:

Richards Hall 246

OFFICE HOURS:

TBD

CLASS TIME AND LOCATION:

TBD

BOOKS AND MATERIALS

Modern Cryptography for Cybersecurity Professionals: Learn how you can leverage encryption to better secure your organization's data by Lisa Bock

GRADING

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

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the [“Common Language for Course Syllabi”](#) for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6450 - IoT Security and Analytics

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CISM

Course Number* 6450

Course Title* IoT Security and Analytics

Course Type*

Management Information Systems

Catalog Course Description* The explosive growth of connected IoT devices enables the world's digitization. Architectures and processes of the past are making way for more modern, real-time applications thanks to IoT (Internet of Things) systems. Dynamic data platforms are being built, and our ability to extract data using the latest analytics techniques is growing. However, the data they also collect dramatically increases the number of security threats. You'll use the latest technologies to perform vulnerability and risk assessments, then research and recommend risk mitigation strategies for common security threats in IoT 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.* 3

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


Justification and Assessment

What is the rationale for adding this course?* This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.

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

- Conduct end-to-end security assessments of IoT systems to demonstrate vulnerabilities.
- Gain hands-on experience with IoT prototypes using a Raspberry Pi.
- Recommend threat mitigation measures to minimize the risk in IoT solutions and networks.
- Become proficient using real-world penetration and vulnerability testing tools such as Kali Linux.
- Use Python to create code that reads data from sensors and stores it in a SQL database.
- Visualize, clean, manipulate and integrate data sets.
- Learn fundamental principles of Big Data platforms like Hadoop.
- Use storytelling to present insights gained from extracted data.

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* 25

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.

CISM 6450: IoT Security and Analytics

COURSE DESCRIPTION

The explosive growth of connected IoT devices enables the world's digitization. Architectures and processes of the past are making way for more modern, real-time applications thanks to IoT (Internet of Things) systems. Dynamic data platforms are being built, and our ability to extract data using the latest analytics techniques is growing. However, the data they also collect dramatically increases the number of security threats. You'll use the latest technologies to perform vulnerability and risk assessments, then research and recommend risk mitigation strategies for common security threats in IoT systems.

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

- Conduct end-to-end security assessments of IoT systems to demonstrate vulnerabilities.
- Gain hands-on experience with IoT prototypes using a Raspberry Pi.
- Recommend threat mitigation measures to minimize the risk in IoT solutions and networks.
- Become proficient using real-world penetration and vulnerability testing tools such as Kali Linux.
- Use Python to create code that reads data from sensors and stores it in a SQL database.
- Visualize, clean, manipulate and integrate data sets.
- Learn fundamental principles of Big Data platforms like Hadoop.
- Use storytelling to present insights gained from extracted data.

INSTRUCTOR INFORMATION

NAME:

Jeannie Pridmore, Ph.D.

OFFICE LOCATION:

Richards Hall 247

OFFICE HOURS:

TBD

CLASS TIME AND LOCATION:

TBD

BOOKS AND MATERIALS

Cisco Netacad IoT Security and IoT Analytics

Cyber-Physical, IoT, and Autonomous Systems in Industry 4.0 by Vikram Bali (Editor), Vishal Bhatnagar (Editor), Deepti Aggarwal (Editor), Shivani Bali (Editor), Mario José Diván (Editor)

GRADING

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

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

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

CISM - 6460 - Security Planning and Systems Development

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course?* Yes No

Course Information

Course Prefix*

CISM

Course Number* 6460

Course Title* Security Planning and Systems Development

Course Type*

Management Information Systems

Catalog Course Description* This course sits at the intersection of security management, computer security, and software development. It provides students with a foundation of security planning and development by applying security principles to software development lifecycle, contingency, and recovery planning principles. Students will learn practical secure software developing and testing skills. Software security is concerned with ensuring that software processes are designed to prevent data and computing resources from becoming lost, unreliable, altered, inaccessible, or corrupt. In this course, students will learn how to identify, categorize, and prioritize the information and other resources software systems use and develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either non-conformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations, establish security requirements, develop guidelines for security that are applied during the software design, operations, and maintenance processes, evaluate security requirements during software reviews and audits, develop a configuration and process management policy that addresses corrective action for existing software, monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities, and develop plans for the physical security of the software.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

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)*

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


Justification and Assessment

What is the rationale for adding this course?* This is a required course for the new Master of Science in Strategic Cybersecurity and Information Management.

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

- Assess software security requirements to prevent data loss.
- Design software to meet software security requirements.
- Develop strategies to mitigate security vulnerabilities.
- Develop guidelines for operational security.
- Conduct software security reviews and audits.
- Develop a software security monitoring policy

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 25

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.

CISM 6460: Security Planning and Systems Development

COURSE DESCRIPTION

This course sits at the intersection of security management, computer security, and software development. It provides students with a foundation of security planning and development by applying security principles to software development lifecycle, contingency, and recovery planning principles. Students will learn practical secure software developing and testing skills. Software security is concerned with ensuring that software processes are designed to prevent data and computing resources from becoming lost, unreliable, altered, inaccessible, or corrupt. In this course, students will learn how to identify, categorize, and prioritize the information and other resources software systems use and develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either non-conformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations, establish security requirements, develop guidelines for security that are applied during the software design, operations, and maintenance processes, evaluate security requirements during software reviews and audits, develop a configuration and process management policy that addresses corrective action for existing software, monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities, and develop plans for the physical security of the software.

COURSE TOPICS

Secure software development life cycle (SSDLC)

Testing software vulnerability in SDLC

Operating software securely

Maintaining software securely

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

- Assess software security requirements to prevent data loss.
- Design software to meet software security requirements.
- Develop strategies to mitigate security vulnerabilities.
- Develop guidelines for operational security.
- Conduct software security reviews and audits.
- Develop a software security monitoring policy

INSTRUCTOR INFORMATION

NAME: Brad Prince, Ph.D.

OFFICE LOCATION: Richards Hall

OFFICE HOURS: TBD

CLASS TIME AND LOCATION: TBD

BOOKS AND MATERIALS

Secure, Resilient, and Agile Software Development 1st Edition by Mark Merkow

GRADING

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

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6470 - Cyberwarfare, Cybercrime, and Digital Forensics

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2023

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Richards College of Business

Department of Management

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

Is this a College of Education course?* Yes No

Course Information

Course Prefix*

CISM

Course Number* 6470

Course Title* Cyberwarfare, Cybercrime, and Digital Forensics

Course Type*

Management Information Systems

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

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

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

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

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

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

3

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

1

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment


What is the rationale for adding this course?*

This course is required for the new Master of Science in Strategic Cybersecurity and Information Management.

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

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.
- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

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* 25

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.

CISM 6470: Cyberwarfare, Cybercrime, and Digital Forensics

COURSE DESCRIPTION

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

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

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

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

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

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.

- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

INSTRUCTOR INFORMATION

NAME: Jeannie Pridmore, Ph.D.
OFFICE LOCATION: Richards Hall 247
OFFICE HOURS: TBD
CLASS TIME AND LOCATION: TBD

BOOKS AND MATERIALS

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

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

GRADING

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

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

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the [“Common Language for Course Syllabi”](#) for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

CISM - 6480 - Special Research Topic in Management Information Systems

2023-2024 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

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*

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

Is this a College of Education course?* Yes No

Course Information

Course Prefix*

CISM

Course Number* 6480

Course Title* Special Research Topic in Management Information Systems

Course Type*

Management Information Systems

Catalog Course Description* An overview of the research process-selecting and defining problems, building research designs, developing sources of information, data-gathering techniques, and writing various forms of reports.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

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

Justification and Assessment

What is the rationale for adding this course?* This course is needed to add some flexibility for our MBA students and our M.S. in Cybersecurity students.

Student Learning Outcomes* Learning Objectives – This Will depend upon the topic and the project developed for the course.

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*

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.

CISM 6480: Special Research Topic in Management Information Systems

COURSE DESCRIPTION

Prerequisite: Faculty Approval.

An overview of the research process-selecting and defining problems, building research designs, developing sources of information, data-gathering techniques, and writing various forms of reports.

Learning Objectives – This Will depend upon the topic and the project developed for the course.

INSTRUCTOR INFORMATION

NAME: TBD.

OFFICE LOCATION: Richards Hall

OFFICE HOURS: TBD

CLASS TIME AND LOCATION: TBD

BOOKS AND MATERIALS

TBD

GRADING

TBD

AMERICANS WITH DISABILITIES ACT:

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

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

Addendum III

PROPOSED NEW POLICY (For addition to “General Academic Policies”)

Student Guide to Degree Progression (WolfWatch)

WolfWatch is a web-based advising tool that provides real-time advice on degree completion. This system is designed to aid and facilitate academic advising. It is not intended to replace face-to-face advising sessions. WolfWatch is available to all degree seeking graduate students.

Addendum IV

PROPOSED NEW POLICY (For addition at END of "General Academic Policies" section)

Disclaimer

The Graduate School may, at its discretion, waive or modify any of the foregoing.

Addendum V

CURRENT VERSION

Course Repeat Policy

If a student is permitted to repeat a course, all grades will be calculated into the cumulative GPA.

In order for the course to be retaken, the student and advisor must:

1. Consult program policies and handbooks to determine if course repeats are permitted.
 2. Ensure course number and name are the same as the previous course.
-

PROPOSED REVISED VERSION

Repeating a Course to Replace a Grade

A student may repeat a course taken at the University of West Georgia in order to replace an earlier grade earned. Beginning Fall 2022, the academic standing and institutional GPA will be based on the highest grade earned. If a student repeats a course and earns a lower grade, the highest grade from a previous attempt will be used in calculating the academic standing and institutional GPA.

In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.

- All course attempts will remain on the official transcript. The highest grade earned will be designated by an "I" (include in GPA); all other attempts will be designated by an "E" (exclude from GPA).
- This policy applies only to graduate students repeating coursework for graduate classes that have not been applied to a previous graduate degree obtained from the University of West Georgia.

Addendum VI

PROPOSED NEW POLICY (For addition to “Admission” section)

Statement of Competitive Admission

All qualified persons are equally welcome to seek admission to University of West Georgia, and all persons may apply for and accept admission confident that the policy and regular practice of the University will not discriminate against them on the basis of race, religion, gender, sexual orientation, veteran status, or national origin.

Projections of the number of graduate students to be admitted and enrolled in any year will be determined (a) by the capacity of the University, (b) by the capacity of the admitting program, and (c) by approved enrollment levels. If the number of eligible applicants for admission exceeds the number of applicants who can be admitted and enrolled, those to be offered admission will be selected on the program director’s recommendation of the applicant’s relative qualifications for satisfactory performance in the University/program/research area.

Verification of credentials and certification of compliance with University policies shall be the responsibility of the Graduate School. Policies and procedures that are approved by the Board of Regents of the University System of Georgia, Office of the President, the Graduate School, and the Graduate Programs Committee shall be applied in determining eligibility for consideration for graduate study. From those eligible candidates, final admission recommendations will be the responsibility of the admitting program. Satisfying minimal standards, however, does not guarantee admission since the number of eligible applicants generally exceeds the number of places available. As a result, many qualified applicants may not be accommodated.

The criteria used in determining each applicant’s eligibility for consideration shall include: (1) evidence of award of all required degrees or their equivalent (prior to matriculation) from a regionally accredited institution; (2) evidence of preparation in their chosen field correlating to likely success in graduate study; (3) other qualifications consistent with standards in their degree and discipline. For international applicants, satisfactory completion of requirements listed on the Graduate School’s website. From eligible candidates, programs may make final admission recommendations based on a combination of factors, including, but not limited to, academic degrees and records, the statement of purpose, letters of recommendation, test scores, and relevant work experience. Also considered is the appropriateness of the applicant’s goals to the degree program in which they are interested and to the research interests of the program’s faculty. In addition, consideration may be given to how the applicant’s background and life experience holistically contributes to creating a community of scholars.

Right of Refusal

If an applicant (a) is on probation, suspension, expulsion, or any other type of academic warning at any previously attended institution, (b) is ineligible to enroll at any previously attended institution, (c) is currently charged with, or has been found responsible of, any violation of academic honesty, honor code, or conduct regulations of a previously attended institution, (d) left a previous institution while there were pending charges of any violation of academic honesty, honor code, or conduct regulations, (e) is currently charged with or has been found guilty of any violation of a federal, state, or municipal law, regulation or ordinance other than minor traffic violations, including offenses for which any type of first offender status has been granted, (f) has

ever entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or has otherwise accepted responsibility for the commission of a crime, (g) has received any type of discharge from military service other than honorable discharge, then the applicant's case will be reviewed to ensure that the applicant does not pose a threat to the university community. If, after a letter of acceptance has been issued, information comes to light that shows that an applicant did not meet all admission requirements, or that an applicant's application contained omissions or misrepresentations, the applicant's offer of admission will be automatically revoked. If this information comes to light after the student has enrolled, the applicant's enrollment at University of West Georgia will automatically be terminated and earned credit may be revoked.

Any changes in a student's record prior to enrollment will necessitate a new review of the application. Any omissions or misrepresentations on a student's application for admission will automatically invalidate consideration by, acceptance to, and continuation at University of West Georgia.

Addendum VII

CURRENT POLICY

Reinstatement Procedures

If a student is suspended from a graduate program for academic reasons, he or she may apply for reinstatement after an absence of one term. Reinstatement is not guaranteed. Because each college or school follows slightly different reinstatement procedures, the student should follow the procedures for the college or school which houses his or her graduate program.

College of Arts, Culture and Scientific Inquiry

1. The student should submit a letter to the Dean of the College of Arts, Culture, and Scientific Inquiry indicating the justification for reinstatement.
2. The Dean will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Dean of the College of Arts, Culture, and Scientific Inquiry, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

College of Education

1. The student may apply for reinstatement by submitting a written letter of request to the COE Graduate Studies Office. The letter of request should clearly address the following two questions:
 - a. What were the factors that contributed to your failure to maintain good academic standing?
 - b. If reinstated, what is your plan to address those contributing circumstances and ensure academic success?
2. The COE Graduate Studies Office will determine if the student will be able to graduate with a 3.0 using the courses that the student has remaining. Once determined, the COE Graduate Studies Office will consult with the chair and/or the graduate faculty of the department and a final decision with regard to the reinstatement will be made. Reinstatement must be approved three weeks before the first day of classes of the term of reinstatement.
3. The COE Graduate Studies Office will inform the student of the decision in writing.

Richards College of Business

1. The student should submit a letter to the Dean indicating justification for reinstatement.
2. The Dean may solicit the advice and recommendation of other appropriate academic unit(s) and will review the materials submitted.
3. Upon a positive recommendation from the Dean or their designate, the student will be reinstated and allowed to continue his or her coursework with potential additional provisions.

Tanner Health System School of Nursing

1. The student should submit a letter to the THS SON Associate Dean of Graduate Studies indicating justification for reinstatement.
2. The THS SON Associate Dean of Graduate Studies and the graduate faculty will review the submitted materials.
3. Upon positive recommendation from the Associate Dean and Graduate Faculty Committee, the student will be reinstated and allowed to continue his or her coursework, with any established THS SON provisions.

University College

1. The student should submit a letter to the Dean of the College indicating justification for reinstatement.
2. The Dean (or the Dean's designated representative) will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Director of Graduate Studies, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

PROPOSED REVISED VERSION

Reinstatement Procedures

As a general practice, a student who wishes to request reinstatement after suspension must sit out at least one semester. Reinstatement is not automatic or guaranteed. The student must complete the “Request for Reinstatement” form and submit it to the Graduate School. The form will be routed to the appropriate graduate program personnel for review. The program will then forward their recommendation to the Dean of The Graduate School. The Dean of The Graduate School will then notify the appropriate graduate program director, the Office of the Registrar, and the student of the Graduate Dean’s decision. A graduate student who is granted a reinstatement must agree to a remediation plan developed by the graduate program. Any deviation from the remediation plan will result in permanent dismissal.

Individual graduate programs may have additional expectations and/or grading policies. Please see specific graduate program sections of the catalog for additional information on graduate expectations.

Addendum VIII

PROPOSED MODIFIED VERSION

Graduate Admission Classification

A prospective student who plans to take coursework beyond the baccalaureate degree must apply to the University and be admitted to a program under one of the following classifications:

Degree Admission

Students admitted to a program that leads to a graduate degree are classified as degree-seeking students. Degree-seeking students are placed into one of two categories.

1. Regular: Meets all requirements for admission and has been approved for admission by the graduate program and college/school in which he or she plans to study. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
2. Provisional Degree: Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student. Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Director of Graduate Studies or Program Director in the College or School **by the Graduate School**. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program. **The Graduate School monitors and removes the provisional status where appropriate each semester.**

International students may not be admitted on a provisional basis.

Since some programs do not permit Provisional Degree admission, Applicants are advised to communicate directly with the Department Chair or Graduate Program Director for more information. ~~because some programs do not permit Provisional Degree admission. See information in the Graduate Studies Catalog about individual graduate programs for more details regarding Provisional Degree admission.~~

PROPOSED REVISED VERSION

Graduate Admission Classification

A prospective student who plans to take coursework beyond the baccalaureate degree must apply to the University and be admitted to a program under one of the following classifications:

Degree Admission

Students admitted to a program that leads to a graduate degree are classified as degree-seeking students. Degree-seeking students are placed into one of two categories.

1. **Regular:** Meets all requirements for admission and has been approved for admission by the graduate program and college/school in which he or she plans to study. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
2. **Provisional Degree:** Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student. Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Graduate School. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program. The Graduate School monitors and removes the provisional status where appropriate each semester.

International students may not be admitted on a provisional basis.

Since some programs do not permit Provisional Degree admission, applicants are advised to communicate directly with the Department Chair or Graduate Program Director for more information.

Addendum IX

CURRENT POLICY

Admission Appeals

Graduate programs make the decision to admit or not admit. An applicant who is denied admission to a graduate program must appeal to the College or School that houses the program that denied admission. Admission appeals procedures for the individual Colleges and Schools follow below.

College of Arts, Culture, and Scientific Inquiry

If a prospective student's application for admission is denied, she or he may appeal in writing to the Department Chair for the program of study within ten (10) business days after receipt of notice that admission has been denied. Should the prospective student submit the written appeal to the department's Chair after the ten (10) business day deadline, it may not be accepted or the review may be delayed. The department's Chair, in consultation with the Program Coordinator, will reconsider the admissions decision after the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied. The prospective student will be notified once a decision has been rendered.

College of Education

Each academic department, in consultation with the College of Education's Graduate Studies office, establishes its own timeline and procedures for making admissions recommendations. Once departments forward their recommendations to the Graduate Studies office, a final review is made by the Director of Graduate Studies. Candidates are informed by way of an official letter from the Graduate School concerning their admission status. Applicants may appeal an admissions decision by contacting, in writing, the Director of Graduate Studies - College of Education. Applicants may appeal denial of admission only if additional relevant information is provided for review. The Director of Graduate Studies will consider the new information and may elect to confer with the Program of Study. The Director of Graduate Studies will notify the student with his/her decision.

Richards College of Business

If a graduate student's application for admission is denied, then a written appeal may be submitted and delivered to the office of the Dean of the Richards College of Business within ten (10) business days after receipt of notice that admission has been denied. Students may submit additional relevant information for review with their appeal. Applicants will be informed of the appeal decision by way of an official letter from the Richards College of Business.

School of Communication, Film, and Media (SCFM)

Applicants who have been denied admission may appeal within ten (10) business days after receipt of the notice of denial. The first level of review requires the applicant to email a letter of appeal as an attachment to the Office of the SCFM Dean at scfmgrad@westga.edu, with the following email subject line: "*First Appeal of Admissions Decision.*" This letter of appeal must include compelling information supporting the request beyond what was previously submitted in the application file. The SCFM Graduate Studies Admissions Committee ("the Admissions Committee") conducts the first-level review of the appeal of the original admission decision. The

School of Communication, Film, and Media will inform the applicant of its decision on a first-level appeal through an official letter from the school within ten (10) business days of receipt. If not satisfied with the decision of the Admissions Committee regarding the first-level appeal, the applicant has the right to submit a second and final appeal to the Office of the Dean within ten (10) business days of receipt of the letter. This second-level review of the applicant's appeal is conducted by the Dean or the Dean's designee, who did not participate in earlier decisions concerning the application. If the applicant decides to submit this final appeal, the letter should be emailed as an attachment to the Office of the SCFM Dean at scfmgrad@westga.edu, with the following email subject line: "*Second Appeal of Admissions Decision.*" The School of Communication, Film, and Media will inform the applicant of its decision through an official letter within a reasonable period of time.

Decisions to grant an applicant provisional degree admission, rather than regular admission, are final and not subject to appeal.

Tanner Health System School of Nursing

Applicants may appeal an admission decision by contacting, in writing, the THSSON Associate Dean of Graduate Programs. Applicants should include relevant information to be considered in the re-evaluation process. The Associate Dean will review the appeal and inform the applicant of the decision.

University College

If a prospective student's application for admission is denied, she or he may appeal in writing to the Department Chair of the program within fifteen (15) business days after receipt of notice that admission has been denied. Should the prospective student submit the written appeal to the Chair after the fifteen (15) business day deadline, it may not be accepted or the review may be delayed. The Department Chair may reconsider the admissions decision after the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied. The prospective student will be notified by the Chair's office once a decision has been rendered.

If a prospective student's application for admission is denied a second time, she or he may appeal in writing to the Dean of University College within fifteen (15) business days after receipt of notice of the second denial. Should the prospective student submit the written appeal to the Dean after the fifteen (15) business day deadline, it may not be accepted or the review may be delayed. The Dean will render a decision after discussing and reviewing all materials with the appropriate department. The prospective student will be notified by the Dean's office once a decision has been rendered.

PROPOSED REVISED POLICY

Process for Graduate Admissions Appeals

Appeals of graduate admissions decisions at University of West Georgia are made to the Dean of the Graduate School. This is the process admission appeals will follow.

1. Notice to applicants.

Applicants will be apprised of their ability to appeal admissions decisions through postings on the University's Office of Graduate Admissions and the Graduate School's websites, as well as communications sent contemporaneously with admissions decisions.

1. **Website Posting.** The Office of Graduate Admissions website will prominently feature a link regarding admissions appeals, which will link to an explanation of the appeals process. This will also be included on the Graduate School's website under web resources for graduate students.
2. **Notification of Admissions Decisions.** Contemporaneously with notifications of admissions decisions, applicants will be informed of their ability to appeal those decisions and directed to the University's web resources detailing the appeals process.

2. The Appeal.

A. Basis for appeal. Appeals of admissions decisions may follow different processes based on the grounds of the appeal.

1. **Discrimination.** If the applicant believes their admissions decision is impermissibly based upon the applicant's race, color, sex, sexual orientation, gender identity, ethnicity or national origin, disability religion, age, genetic information, veteran status, or any other characteristic protected by institutional policy or state, local, or federal law, the applicant may directly contact the Office of Equal Opportunity & Title IX.
2. **Other basis.** If the applicant wishes to appeal their admissions decision based on other factors, the applicant needs to submit a written appeal to the Dean of the Graduate School.

B. Written Appeal. Within fourteen (14) calendar days of the notification date of the admissions decision, the applicant may file an appeal. The appeal should, at a minimum, contain the following:

1. An explanation of the admissions decision;
2. An explanation of why the applicant believes the decision was incorrect;
3. Identification of any evidence the applicant believes supports her or his position. The applicant may be asked to provide this evidence to permit the Graduate School to process their appeal;
4. Any other information the applicant believes is relevant to her or his appeal.
5. Current contact information for the applicant.

Effective appeals will typically involve information the applicant may not have provided in their original application, but which might influence the University's decision regarding her or his application.

For example, following notification of an unsuccessful application, an applicant for the Master of Arts in Criminology might speak to a professor regarding their application. During that conversation, the applicant notes her or his five (5) years of successful service as a law enforcement officer. The professor notes this was not included in the original application and states the program faculty might believe it relevant to their consideration of the application. The professor then suggests the applicant file an appeal, providing specific evidence of their successful law enforcement record and an explanation of why the applicant believes it contributes to their strength as a graduate student in that discipline.

Please note the Graduate School is unlikely to be influenced by arguments in which the applicant is challenging the judgment of a program's faculty regarding aspects of the program's application. This is particularly true regarding the faculty's assessment of an applicant's relevant grade point average or their scores on an admissions examination required by the program (e.g., GRE, GMAT) or the weight to give such items in the faculty's evaluation of the applicant.

- C. *Submission of Appeal.* The appeal may be submitted electronically or in writing to the Graduate School. It should be submitted to:
graduate@westga.edu
Assistant Director of Graduate Admissions
Graduate School
1601 Maple Street
Carrollton, GA 30110

The Graduate School will acknowledge receipt of the appeal electronically.

3. Review Process.

Upon receipt of the appeal, the Graduate School will identify an appropriate process for reviewing the appeal. This process may vary based upon the grounds of the appeal (such as a need to solicit input from the graduate program faculty).

After identifying and receiving information and evidence relevant to the appeal, the Graduate School will empanel a group of at least three (3) members of the University's Graduate Faculty to review the appeal. The Graduate Faculty members will make a recommendation regarding the appeal to the Dean of the Graduate School.

4. Decision.

In the absence of exceptional circumstances, within fourteen (14) calendar days of the receipt of the appeal, the Dean of the Graduate School will issue a decision regarding the appeal. It will be communicated to the applicant through electronic mail.

Addendum X

CURRENT POLICY

Transfer Credit

A maximum of 6 semester credit hours of graduate credit, unless otherwise allowed, may be transferred from another accredited institution, subject to the following conditions:

1. Work applied to a completed degree cannot be accepted (except when approved for the Ed.D. in School Improvement program).
2. Work must have been completed within the six to eight-year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information. The period for transfer credit will be calculated from the first date of the semester of entry to the degree program at UWG.
3. Work must have been applicable toward a graduate degree at the institution where the credit was earned.
4. Only grades of B or better may be transferred.
5. Work offered for transfer must be approved by the College/School Director of Graduate Studies, Graduate Program Director, and the Academic Advisor.
6. Once approved, a completed Request for Graduate Transfer of Credit form should be sent to the Graduate School for processing.

PROPOSED REVISED POLICY

Transfer Credit

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee of the respective program in order to satisfy degree requirements at the University of West Georgia. Such transfer credit cannot exceed 25% of the total semester hours required for the degree. No grade below B may be accepted.

Individual degree programs may have additional specific requirements or limitations for transfer credit.

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

Addendum XI

PROPOSED NEW POLICY

Credit for Prior Learning or Work Experience

A student may request credit toward a graduate degree for prior learning or work experience. The amount of credit awarded from prior learning and work experiences cannot exceed 25% of the total semester hours required for the degree and counts towards the 25% transfer limit.

Eligibility

- The student must be enrolled in a graduate degree program.
- The prior learning or work experience must be reflected in the enrolled graduate program's curriculum.
- The prior learning or work experience must align with and exceed the learning outcomes of the course for which the credit will be applied.
- The student must request a prior learning or work experience assessment through the Graduate School.

Assessment

- The program faculty must evaluate the prior learning or work experience to determine the amount and applicability of credit. Examples of submissions for evaluation include, but are not limited to, a portfolio, comprehensive exam, or oral defense.
 - In the event a certification is being used for prior learning, the faculty may use the certificate as the assessment and may require additional documentation.
- The program faculty determine how many, if any, credits will be awarded and how, or if, those credits will apply to the program.
- Content taken through University of West Georgia's Continuing Education may qualify for Prior Learning Assessment.
- Satisfactory/Unsatisfactory grading will be used for prior learning or work experience.

Restrictions

- Credit from prior learning or work experience will not be awarded for any course a student previously attempted or completed at UWG as a regular or an audit student.
- Credit cannot equate more than the course being replaced. (e.g. 3 hours to 3 hours)

Appeal

- A student may appeal the outcome of the assessment to the Graduate School Dean.

Addendum XII

PROPOSED NEW POLICY

Residency Requirement

To receive a graduate degree from the University of West Georgia, a student must complete at least 75% of the total semester credit hours required for the degree within their graduate program through instruction offered by UWG. Credits awarded from prior learning assessment, coursework transferred from other institutions, and credits earned through a consortium that did not originate from UWG (e.g., cross registration) do not count as instruction offered by UWG. To be counted toward the residency requirement, courses must be completed after the student has been admitted to the degree program except for:

- Non-degree personal enrichment applied to a degree program
- Courses applied from a previous graduate degree earned at the University of West Georgia

Such coursework is considered instruction offered by UWG and is subject to limitations described elsewhere.

Addendum XIII

PROPOSED NEW POLICY

Requirements for Multiple Graduate Degrees

A student may earn a specific degree at the University of West Georgia once. A student wishing to complete a second graduate degree program must:

1. Submit a new graduate application through the Office of Graduate Admissions.
2. Meet all admission requirements in effect for the second graduate degree.

For each subsequent degree, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia, if the coursework is required in the new degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval.

The exact number of hours allowable will depend on specific degree requirements, may not exceed 25% of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Graduate Dean. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this policy.

Coursework from a previously earned degree may only be applied once toward any subsequent degree(s) and should not compromise the integrity or rigor of the degree to which it is applied.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines.

Addendum XIV

Vote Regarding Townsend Parking Lot

During the pandemic, the Townsend parking lot was very rarely full and thus there was no problem for users finding a parking space. However, now that many more people are back on campus, we believe that the Townsend lot should be reserved for faculty and staff once more. The problem of limited parking spaces for faculty and staff has been exacerbated as a result of the TLC lot being closed due to construction work on the Humanities Building.