

Memorandum

To: General Faculty

Date: October 13, 2021

Regarding: Faculty Senate Agenda for October 15, 2021 via Zoom

1. Call to Order

2. Roll Call

3. Minutes

- A) The September 10, 2021 Meeting Minutes were approved electronically on September 21, 2021.

4. Administrator Reports

- A) Report from the Provost

- B) Report from the Vice-Provost

- 1) QEP and SACSCOC Reaffirmation Update ([Addendum I](#))

5. Committee Reports

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

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

- A) College of Arts, Culture, and Scientific Inquiry

- 1) Department of Natural Sciences

- a) [BIOL 4430 – Wildlife Techniques](#)

- Request: Add

- 2) Department of Anthropology, Psychology, and Sociology

- a) [SABH 1101 – Intro to Soc & Behav Health](#)

- Request: Add

- B) College of Education

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

- a) [Health & Community Wellness Minor](#)

- Request: Modify

- b) [CMWL 3300 – Medical Terminology](#)

Request: Add

- c) [CMWL 3302 – Healthcare Leadership & Policy](#)

Request: Add

- d) [CMWL 3304 – Sexual Health & Wellness](#)

Request: Add

C) Richards College of Business

- 1) Department of Accounting and Finance

- a) [Finance, B.B.A.](#)

Request: Modify

D) School of Communication, Film, and Media

- 1) [GFA 1040 – Intro Film & TV Post-Prod](#)

Request: Add

- 2) [GFA 1500 – Intro Dgtl Entnmnt,Esprt&Game](#)

Request: Add

- 3) [GFA 3510 – Dig Entertnmt & ESprt Evnt Des](#)

Request: Add

- 4) [GFA 3520 – Dig Entertnmt & ESprt Creat Dev](#)

Request: Add

E) University College

- 1) Department of Civic Engagement and Public Service

- a) [Criminology, B.S. Policing Concentration](#)

Request: Modify

- b) [CRIM 3501 – Advanced Criminal Investigation](#)

Request: Add

- c) [CRIM 4007 – Crime Mapping](#)

Request: Add

- d) [CRIM 4068 – Conflict Management and Policing](#)

Request: Add

- e) [CRIM 4251 – Contemporary Issues in Policing](#)

Request: Add

- f) [CRIM 4334 – Human Trafficking](#)

Request: Add

2) Center for Interdisciplinary Studies

a) [Data Science](#)

Request: Add New Interdisciplinary Pathway

b) [Natural Resources Management](#)

Request: Add New Interdisciplinary Pathway

c) [Writing](#)

Request: Add New Interdisciplinary Pathway

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

Action Items: (Addendum III)

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [Sociology, M.A.](#)

Request: Modify

b) [SOCI 5915 – Violence Against Women](#)

Request: Add

c) [SOCI 6986 – Applied Project](#)

Request: Add

2) Department of Natural Sciences

a) [BIOL 5430 – Wildlife Techniques](#)

Request: Add

3) Department of Computing and Mathematics

a) [CS 5210 – Programming Fundamentals](#)

Request: Add

b) [CS 5310 – Principles of Computer Science](#)

Request: Add

A) College of Education

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

a) [Professional Counseling and Supervision, Ed.D.](#)

Request: Modify

2) Department of Educational Technology and Foundations

- a) [Computer Science Endorsement](#)
Request: Add
- b) [MEDT 7499 – Methods & Strategies for CT-integrated Learning](#)
Request: Add

Information Item:

- A) Policy for Assistantships within Academic Affairs Update

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

Action Item: (Addendum IV)

- A) *UWG Undergraduate Catalog*
 - 1) Modification to the Bachelor of Arts Requirements Related to Language Study
Request: Modify

Committee VII: Student Affairs and Intercollegiate Activities (Kathleen Barrett, Chair)

Information Items:

- A) Increased Police Activity During Homecoming
- B) SGA Meet & Greet: November 11, 2021, 5-6 PM

Committee: VIII: Budget Committee (Laurie Kimbrel, Chair)

Information Item: (Addendum V)

- A) September 21, 2021 Faculty Senate Budget Committee Workshop

Committee IX: Rules Committee (Angela Branyon, Chair)

Action Items:

- A) *UWG Policies and Procedures Manual*
 - 1) Article I, Section 1.C.2: Instructional Components of the University ([Addendum VI](#))
Request: Modify
 - 2) Article I, Section 1.E.2-3: Councils ([Addendum VII](#))
Request: Modify
 - 3) Article IV, Section 2.: Faculty Senate Organization ([Addendum VIII](#))
 - a) A.4-5: Standing Committees, Restriction on Membership
Request: Modify
 - b) B: Terms of Office for Committee Members
Request: Modify
 - c) C: Standing Committee Recommendations

Request: Modify

d) D: Ad Hoc Committees, Subcommittees and Task Forces

Request: Modify

Information Items:

A) PolicyStat Version of the Faculty Handbook, Harry Nelson, Teresa D'Emilio, and Tara Pearson

B) Jamie Brandenburg will serve as Chair of the Rules Committee for the 2022-2023 Academic Year.

6. Old Business

7. New Business

8. Announcements

9. Adjournment

Addendum I

QEP and SACSCOC Reaffirmation

Presented at the Faculty Senate Meeting on 10/15/21, Virtual

In 2022 there will be two separate opportunities for broad engagement of the faculty:

- (a) Working on QEP
- (b) Working on Standards

QEP - Timeline

Date	Action/Outcome
October 31, 2021	Send out survey/Request for Proposals to solicit faculty ideas about QEP; the RFP questions/sections will be based on SACSCOC QEP-related documents <i>Submitting a proposal will count towards faculty service</i>
December 1, 2021	Form a working group (#1) that will review the QEP proposals; the working group develops/agrees on detailed rubric(s) for rating of the proposals
January 17, 2022	Deadline to submit QEP proposals
January – February 2022	The working group (#1) reviews QEP proposals for feasibility <i>Participation on workgroup #1 will count towards faculty service</i>
February 15, 2022	Deadline to identify feasible QEP proposals, ranked
February – March, 2022	Review of top 3 feasible proposals by the Faculty Senate Executive Committee & Executive Administrative Council
April 15, 2022	Target date for announcing the selected QEP proposal
May – July, 2022	Form a workgroup (#2) to work on QEP implementation. Develop timeline for QEP implementation.
August – Dec, 2022	Workgroup (#2) - Develop detailed QEP implementation plan with outcomes <i>Participation on workgroup #2 will count towards faculty service; most of that work will be completed in Fall 2022; the Leader of this workgroup is expected to carry the heaviest work and will receive either workload adjustment <u>or</u> a stipend</i>
Spring semester 2023	QEP pilot

Reaffirmation - Timeline

Track B—Undergraduate and Graduate Degrees or Graduate Degrees Only	
2021	
During the SACSCOC Annual Meeting (December 5-7, 2021)	Orientation of Leadership Teams Institutional Summary Form due
2023	
September 8, 2023	Compliance Certification and updated Institutional Summary Form due
October 1, 2023	External QEP reviewers – 2 names submitted to SACSCOC
First full week in November, November 7-9, 2023	Off-site review conducted
Six weeks prior to on-site review Earliest visit is January 22 – QEP must be ready before December 11, 2023 – Best to be ready by end of November 2023	Quality Enhancement Plan, Focused Report, and updated Institutional Summary Form due
2024	
Mid-January through the third week of April January 22 – April 12, 2024	On-site review period
Five months after visit	Response due, if applicable
First week in December December 2-5, 2024	Review by SACSCOC Board of Trustees

Addendum II

BIOL - 4430 - Wildlife Techniques

2022-2023 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*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

BIOL

Course Number* 4430

Course Title* Wildlife Techniques

Long Course Title

Course Type*

Biology

Catalog Course Description* This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling.

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

Is this a variable credit hour course? * Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours 3

toward graduation? *

counted toward graduation.*

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

Prerequisites (BIOL 2107 Minimum Grade: C and BIOL 2107L Minimum Grade: C and BIOL 2108 Minimum Grade: C and BIOL 2108L Minimum Grade: C) or (BIOL 1107 Minimum Grade: C and BIOL 1107L Minimum Grade: C and BIOL 1108 Minimum Grade: C and BIOL 1108L Minimum Grade: C) and (CHEM 1211K or CHEM 1211 and CHEM 1211L) and (CHEM 1212K or (CHEM 1212 and CHEM 1212L))

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course provides students with the hands-on experience needed for careers in ecology, wildlife biology, veterinary science, and natural resources. Current courses do not provide a similar experiential content. The course has been taught for the past two summers as a special topics course (BIOL 4985). Course enrollment was 16 in

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

1. Describe fundamental concepts and demonstrate mastery of techniques for researching wildlife including wildlife taxonomy & anatomy, map & compass navigation, noninvasive survey methods, capture, handling, sexing/aging & marking techniques, remote tracking, and habitat vegetation sampling.
2. Apply and communicate concepts via written and oral formats.
3. Work safely and effectively in a collaborative team environment.
4. Follow safety and animal welfare guidelines.

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* 15-20

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.

Wildlife Techniques

BIOL-4430

Summer 2021 Section 02W 3 Credits

Description

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling.

Requisites

Prerequisites: (BIOL 2107 Minimum Grade: C and BIOL 2107L Minimum Grade: C and BIOL 2108 Minimum Grade: C and BIOL 2108L Minimum Grade: C) or (BIOL 1107 Minimum Grade: C and BIOL 1107L Minimum Grade: C and BIOL 1108 Minimum Grade: C and BIOL 1108L Minimum Grade: C) and (CHEM 1211K or (CHEM 1211 and CHEM 1211L)) and (CHEM 1212K or (CHEM 1212 and CHEM 1212L))

Contact Information

Professor: Dr. Andrew Edelman

Email: aedelman@westga.edu

Office: Biology Rm. 284

Phone: 6788394042

- Best way to contact me: email
- Other communication platforms: With advanced notice, google voice or video conference.
- Office Hours: by appointment only during the summer.
- Communication policy: I will do my best to respond to email, discussion posts, etc. within 24 hours or sooner, Monday-Friday, 8am-5pm.

Meeting Times

Class Session

Monday, Tuesday, Wednesday, Thursday, Friday, 8:00 AM to 11:45 AM, Biology Building, Room 101

We will begin the course promptly at 8 am. Requires several evening/early morning field trips for the capture of animals. See schedule for tentative dates and times. Significant amounts of class time will be spent outside. We may need to reschedule activities due to inclement weather.

Materials

General Items

See below for recommended clothing and other items to bring each day for comfort and protection. A paper notebook (spiral or bound) and a writing utensil are needed for recording daily activities and species observed. A smartphone is also recommended for activities such as taking pictures, navigation, and the bioblitz.

Computer with reliable internet access and Microsoft Office 365, Adobe Reader, and other free programs

This is a hybrid course with both online and face-to-face components. This means that you will need to be comfortable with technology. I will use a variety of instructional strategies in teaching the content of this course that require technology. If you do not have access to a computer and/or internet, the instructor can connect you to UWG resources that can help. You

will need to be able to do the following technology things in order to be successful in this course:

1. Access CourseDen from a desktop or laptop computer at least 5 times each week. CourseDen is not mobile-device friendly so you will not be able to complete this course on a phone or tablet.
2. Download documents (word, pdf, etc.) from CourseDen.
3. Upload documents/assignments to the appropriate assignments box in CourseDen.
4. Have an authorized version of Microsoft office 365. This is available for all students free by going from [UWG](https://www.westga.edu/its/microsoft-office-365.php). (<https://www.westga.edu/its/microsoft-office-365.php>)
5. Have Adobe Acrobat Reader for viewing and entering for information. Available for free from [Adobe](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>).
6. Access and watch videos. Videos may be embedded in CourseDen or may be externally linked.
7. Complete quizzes in CourseDen or within videos.
8. Use the email function in CourseDen in order to contact fellow students and your instructor.
9. Participate in online discussion boards.

□ Outcomes

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling. The class is challenging and requires a significant commitment of time and energy. It fulfills organismal, discipline-specific writing (DSW), & elective requirements in the UWG biology program. This course will address the following learning goals:

- Describe fundamental concepts and demonstrate mastery of techniques for researching wildlife including
 - Wildlife taxonomy & anatomy
 - Map & compass navigation
 - Noninvasive survey methods
 - Capture, handling, sexing/aging, & marking
 - Remote tracking
 - Habitat vegetation sampling
- Apply and communicate concepts via written and oral forms
- Work safely and effectively in a collaborative team environment
- Follow safety and animal welfare guidelines

Instructional Approach & Safety Considerations

- Instruction in this course will be delivered in a hybrid format with up to 50% of class instruction online and at least one class session online.
- Class sessions will be primarily be focused on conducting hands-on activities usually outdoors. You will be expected to be active in outdoor conditions including hot/cold temperatures, rainfall, early morning and night periods, uneven terrain, in creeks, and hike while hauling equipment.
- Student safety is a top priority. The professor may revoke a student's participation in a class activity if safety protocols are ignored or breached. You may encounter stinging insects, [ticks \(https://www.cdc.gov/ticks/avoid/on_people.html\)](https://www.cdc.gov/ticks/avoid/on_people.html), [chiggers \(https://www1.nyc.gov/site/doh/health/health-topics/chiggers.page\)](https://www1.nyc.gov/site/doh/health/health-topics/chiggers.page), thorny plants, [poison ivy \(https://www.cdc.gov/niosh/topics/plants/default.html\)](https://www.cdc.gov/niosh/topics/plants/default.html), and other outdoor hazards. Ticks in particular can transmit a variety of diseases and you should be vigilant about protection and checking for ticks each day. You should dress appropriately in closed-toed, supportive shoes (hiking boots ideal), long pants, a long-sleeved shirt, sunhat, eye protection, work gloves, and layered clothing (insulation and rain layers). Sunscreen and bug spray are recommended. Make sure to tell your instructor of any medical issues and have needed medications with you. Bathrooms are not always available, and you may have to find alternatives. Bringing food, water, a smartphone, and a headlamp are recommended on any excursions particularly at night.
- Animal welfare is a top priority. Only students cleared by the instructor will be allowed to handle wildlife. Students must complete course content and show the maturity to be given permission to handle animals. This permission may be revoked by the

professor at their discretion to protect animal welfare. Some animals such as bats cannot be handled by students because of requirements such as rabies vaccinations and government permits.

- As a Discipline-Specific Writing (DSW) course we will engage in a variety of writing prompts.
- Students must be willing to invest significant time working on the course each day to stay on track and perform well. Given the hybrid format, success in this course requires self-motivation, good organizational skills, and a willingness to communicate with the instructor.
- **Disclaimer:** The instructional approach, assignments/exams, and grading scheme may be modified if UWG changes class delivery expectations or the academic calendar during the semester.

□ Evaluation

Your final grade in the course will be determined by the grade you receive on your online and in-person assignments and participation (60% of overall grade), field notebook (10% of overall grade), and the techniques poster (30% of overall grade). Assignment grades are based on completion of each required item, adherence to the assignment guidelines, quality of work (quizzes, writing, etc.). Writing assignments will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work).

Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. No extra credit or curving of grades are offered in this course. I will not respond to any related requests. Feedback and grades will be posted on CourseDen periodically throughout the semester. You will need the following percentage points to ensure a specific letter grade: A 89.5-100%, B 79.5-89.4%, C 69.5-79.4%, D 59.5-69.4%, and F < 59.4%.

□ Assignments

The course is divided into topics presented in class and on CourseDen. Within each topic, the content will be presented in various ways including activities, readings, short narrated lectures, videos, and other methods. Assignments vary depending on the topic but will include a field journal, in-person participation, written responses, quizzes, online discussion posts, writing summaries, at-home activities, and other methods. Each assignment will have further instructions posted in CourseDen. The overall goal for these assignments is to provide you with a meaningful activity that will help you learn the content and apply it to a relevant learning objective. Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment (see late work policy below). The wildlife techniques poster is the capstone course project and allows the course to meet the discipline-specific writing criteria. Details and a rubric for this project will be given separately.

□ Course Policies and Resources

Attendance Policy

The compressed nature of the Maymester means that every class session is equivalent to over a week of class content during a regular semester. As such, students are expected to attend all class sessions listed in the schedule. Missing a class will mean the student cannot complete the activities and field notebook entry for that day. Many class sessions are held outside at remote locations. Tardiness may result in the student not being able to find the class if they already have started conducting work and they will miss important announcements. You are expected to check CourseDen at least every weekday to keep up with any announcements and assignments. Please note that you will need to have reliable access to the internet during this class; travel to locations without internet access do not excuse you from the work. This course is not self-paced.

To distribute Title IV funding (federal student aid), student attendance verification is required. You will verify your attendance by logging in to CourseDen or attending a class session before the roster verification date (otherwise you may be dropped from the class for non-attendance).

Late Work Policy

Given the compressed time scale of the Maymester, timely completion of work is extremely important for student progression and management of the course. Late assignments will not be accepted. Exceptions to this policy will be considered if timely third-party documentation of events (medical/family emergency) that would prevent a student from completing an assignment can be provided.

Vacations, weddings, work, and other commitments are not considered valid excuses. Neither is waiting to complete assignments until right before the due date and encountering technical/computer issues, realizing it will take more time than expected, or that you need to ask a question.

Honor Code Violations

Any breach by a student of the UWG Honor Code (plagiarism, cheating, fabrication, aid/knowledge of academic dishonesty, lying, bribery or threats, stealing, etc.) will at a minimum result in a zero grade on the relevant assignments and may lead to further penalties. Turnitin software will be used to assess plagiarism in written assignments.

Expected Response Time

Given that we meet every weekday during Maymester, I encourage you to ask questions during class time. After class, please use the CourseDen email function to contact me with questions that you do not want to post publicly (questions about grades, late work, etc.). This account will usually be checked a minimum of twice each day. You will receive a response typically no later than the next business day for messages sent before 5 pm M-F. For content/assignment questions, I would prefer for you to use our Course Questions Discussion Forum. This allows me to post a response that others in the class can see. Or another student may be able to respond to you faster than me this way. I will make every attempt to return major assignments by the end of the week they are due, but the amount of feedback required may extend that time. For writing assignments, I typically use the comment function in Microsoft Word and return the file via the submission folders. You must have an authorized version of Microsoft Word to view his comments.

□ 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 more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) 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).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [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.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students

pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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](#).

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

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Wildlife Techniques Tentative Schedule

Dates are tentative and may be changed as needed particularly for bad weather.

Students must sign up for at least one evening session to open mammal live traps and net bats.

Day	Class Topic	Online Modules due @ 11:59 pm
Thursday, May 13 8:00-11:45 am Meet in Rm 101	Introduction to course Measurement estimation	1. Course Introduction & First Day Assignments (May 13) 2. Navigation (May 13)
Friday, May 14 8:00-11:45 am Meet at pavilion	Maps, compass, & navigation	3. Defining Wildlife (May 14, poster component)
Monday, May 17 8:00-11:45 am Meet in Rm 101	Live capture array set up (half of class, last names A-G)	4. Capture & Handling (May 16, poster component) 5. Game Cameras (May 17)
Tuesday, May 18 8:00-11:45 am Meet in Rm 101	Live capture array set up (half of class, last names H-Z)	
Wednesday, May 19 8:00-11:45 am Meet at pavilion 7:00-8:00 pm Meet at pavilion	Live capture array set up Check herp. transect Open mammal traps (evening, half of class, last names A-G)	6. Sex & Age Determination (May 19 poster component)
Thursday, May 20 8:00-11:45 am Meet at pavilion 6:30pm-12:00 am Location TBA	Check Mammal traps Check herp. transect Bat netting (night, half of class, last names H-Z)	
Friday, May 21 8:00-11:45 am Meet at pavilion	Check herp traps Game camera Data	7. Marking Techniques (May 21, poster component)
Monday, May 24 6 am-9:45 am Location TBA	Bird netting & boxes	8. Draft Poster (May 23) 9. Radiotelemetry (May 24)
Tuesday, May 25 8:00-11:45 am Meet at pavilion	Check herp. transect Radio-telemetry	10. Vegetation Sampling (May 25)
Wednesday, May 26 8:00-11:45 am 7:00-8:00 pm Meet at pavilion	Check herp. transect Vegetation sampling Open mammal traps (evening, half of class, last names H-Z)	11. Peer-review Poster Comments due (May 26)
Thursday, May 27 8:00-11:45 am Meet at pavilion 6:30 pm-12:00 am Location TBA	Check mammal traps Check herp. transect Bat netting (night, half of class, last names A-G)	
Friday, May 28 8:00-11:45 am Meet at pavilion	Remove traps, closed down herp transect, and clean up field gear	12. Final Poster (May 31) 13. Final Field notebook (May 31)

Data 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* Xiaofeng Gu

Email* xgu@westga.edu

College* College of Arts, Culture, and Scientific Inquiry

Pathway Information

School/Department* College of Arts, Culture, and Scientific Inquiry
Center for Interdisciplinary Studies

Desired Effective Semester* Spring

Desired Effective Year* 2022

Name of Proposed Pathway* Data 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:*

Mathematics, Science & Technology (Computer Science Program, Mathematics Program)

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

yes

List the pathway-specific student learning outcome(s):*

LO1 – Summarize and explain statistical, computational, and data science concepts and principles.
LO2 – Apply existing software and devise and implement new solutions to effectively and efficiently analyze complex datasets in order to make robust data-driven recommendations.
LO3 – Apply best practices and ethical principles to tackle data science challenges and to communicate conclusions to diverse audiences.

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

Prospective Curriculum *

Bachelor of Interdisciplinary Studies in Data Science

Interdisciplinary Pathway in Data Science

Name: Data Science

Programs/departments

Mathematics/MSAT

Computer Science/MSAT

Mentors

Mathematics Program Coordinator: Xiaofeng Gu

Computer Science Program Coordinator: Ana Stanescu

Degree Theme

The Bachelor of Interdisciplinary Studies (B.I.S.) Data Science Pathway offers a blend of theoretical and practical knowledge of statistics and computer science, with the goal of preparing students for exciting data-oriented career opportunities in a variety of industries. This will enable students to build skills in statistical analysis and software development by carrying out representative workflows of data exploration, visualization, modeling, and model evaluation and interpretation to solve real-world problems. Students will be exposed to contemporary programming languages and cloud-based technologies that enhance data science and machine learning capabilities.

Learning Outcomes

- LO1 – Summarize and explain statistical, computational, and data science concepts and principles.
- LO2 – Apply existing software and devise and implement new solutions to effectively and efficiently analyze complex datasets in order to make robust data-driven recommendations.
- LO3 – Apply best practices and ethical principles to tackle data science challenges and to communicate conclusions to diverse audiences.

Courses

Courses in blue are required for the Data Science Certificate

Discipline I - Mathematics	Discipline II - Computer Science		
Foundational 1000/2000-level course (counted in area F) <ul style="list-style-type: none"> ● Math 2853 (3 credits) ● Math 2644 (4 credits) 	Foundational 1000/2000-level course (counted in area F) <ul style="list-style-type: none"> ● CS1301 - Computer Science I (4 credits) <ul style="list-style-type: none"> ○ prereq: Math 1113 (\geqC) OR Math 1112 (\geq C) ● CS1300 - Intro to CS in Python (4 credits) <ul style="list-style-type: none"> ○ no prereqs 		
The foundational courses above will be taken in Area F , as follows: XIDS 2000 (3) MATH 2853 (3) MATH 2644 (4) CS 1301 (4) CS 1300 (4) 18 credit hours			
Major Foundation Courses (6 credits): <ul style="list-style-type: none"> ● Math 3003 Transition to Advanced Math ● Math 4203 Mathematical Probability <ul style="list-style-type: none"> ○ prereq: Math 2644 Major Required Courses (12 credits): <ul style="list-style-type: none"> ● Math 4213 Mathematical Statistics <ul style="list-style-type: none"> ○ prereq: Math 4203 ● Math 4803 Analysis of Variance <ul style="list-style-type: none"> ○ prereq: Math 4203 ● Math 4813 Regression Analysis <ul style="list-style-type: none"> ○ prereq: Math 4203 ● Math 4483 Graph Theory <ul style="list-style-type: none"> ○ prereq: Math 3003 	Major Foundation Courses (4 credits): <ul style="list-style-type: none"> ● CS1302 Computer Science II (4 credits) <ul style="list-style-type: none"> ○ prereq: CS 1301, \geq B Major Required Courses (13 credits): <ul style="list-style-type: none"> ● CS3270 Intelligent Systems <ul style="list-style-type: none"> ○ prereq: 1302 (\geq B) ● CS3280 Systems Programming <ul style="list-style-type: none"> ○ prereq: 1302 (\geq B) ● CS3151 Data Structures and Discrete Math I <ul style="list-style-type: none"> ○ prereq: 1302 (\geq B) ● CS4725 Foundations of Machine Learning [New] <ul style="list-style-type: none"> ○ prereq: CS 3270 ○ pre/co-requisites MATH 4203 		
19 credits from other courses (including minors and electives, etc.), but must have at least 9 credits from 3000/4000 levels. Here are some suggestions. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Electives: <ul style="list-style-type: none"> ● Math 4013 Numerical Analysis ● Math 4823 Applied Experimental Design ● Math 4833 Applied Nonparametric Statistics ● Math 4843 Introduction to Sampling </td> <td style="width: 50%; vertical-align: top;"> Electives: <ul style="list-style-type: none"> ● CS3152 Data Structures and Discrete Math II ● CS3211 Software Engineering I ● CS3230 Information Management ● CS4225 Distributed and Cloud Computing </td> </tr> </table>		Electives: <ul style="list-style-type: none"> ● Math 4013 Numerical Analysis ● Math 4823 Applied Experimental Design ● Math 4833 Applied Nonparametric Statistics ● Math 4843 Introduction to Sampling 	Electives: <ul style="list-style-type: none"> ● CS3152 Data Structures and Discrete Math II ● CS3211 Software Engineering I ● CS3230 Information Management ● CS4225 Distributed and Cloud Computing
Electives: <ul style="list-style-type: none"> ● Math 4013 Numerical Analysis ● Math 4823 Applied Experimental Design ● Math 4833 Applied Nonparametric Statistics ● Math 4843 Introduction to Sampling 	Electives: <ul style="list-style-type: none"> ● CS3152 Data Structures and Discrete Math II ● CS3211 Software Engineering I ● CS3230 Information Management ● CS4225 Distributed and Cloud Computing 		

Course rotations

	Courses	Even Fall	Odd Spring	Odd Fall	Even Spring
Mathematics	Math 2853	X	X	X	X
	Math 2644	X	X	X	X
	Math 3003	X	X	X	X
	Math 4203		X		X
	Math 4213	X		X	
	Math 4803			X	
	Math 4813			X	
	Math 4483				X
Computer Science	CS 1300	X	X	X	X
	CS 1301	X	X	X	X
	CS 1302	X	X	X	X
	CS 3151		X		X
	CS 3270		X		X
	CS 3280	X		X	
	CS 4725	X		X	

2021-22 Program Map

BIS Data Science Pathway

(Discipline 1 = Math, Discipline 2 = Computer Science)

Year 1			
Odd Fall		Even Spring	
Course	Credits	Course	Credits
Area A1: ENGL 1101 - English Composition I	3	Area A1: ENGL 1102 - English Composition II	3
Area A2: MATH 1113 - Precalculus	3	Area B2: Institutional priorities course	2
Area B1: Oral communications course	3	Area D1: Science course + L	4
Area D2: CS 1300 Intro to Computer Science	3	Area E4: Social science elective course	3
Major elective: Unused credit from MATH 1113	1	Area F: MATH 1634 - Calculus I	4
Major elective: Unused credit from CS 1300	1		
Semester Total	14	Semester Total	16
Milestones <ul style="list-style-type: none"> Complete ENGL 1101 with C or better Complete MATH 1113 with C or better 		Milestones <ul style="list-style-type: none"> Complete ENGL 1102 with C or better Complete MATH 1634 with C or better Complete Area D1 lab science 	

Year 2			
Even Fall		Odd Spring	
Course	Credits	Course	Credits
Area C2: Humanities course	3	Area C1: Fine arts course	3
Area E2: US history course	3	Area E1: World history course	3
Area E3: POLS 1101 - American Government	3	MATH 4203 - Mathematical Probability	3
Area F: CS 1301 - Computer Science I	4	Area F: MATH 2853 - Elementary Linear Algebra	3
Area F: MATH 2644 - Calculus II	4	Major: CS 1302 - Computer Science II	4
Semester Total	17	Semester Total	16
Milestones <ul style="list-style-type: none"> Complete CS 1301 with B or better 		Milestones <ul style="list-style-type: none"> Complete CS 1302 with B or better Complete BIS Degree Plan and submit to Registrar 	

Scenario 1: Years 3 and 4 beginning Odd Fall

Year 3

Odd Fall		Even Spring	
Course	Credits	Course	Credits
Area D1: Science course	3	MATH 4483 - Graph Theory	3
MATH 3003 - Transition to Advanced Math	3	CS 3151 - Data Structures and Discrete Math I	3
CS 3280 - Systems Programming	3	CS 3270 - Intelligent Systems	3
Area F: XIDS 2000 - Intro Interdisciplinary Studies	3	Elective	
Elective: 3000/4000 level course	3	Elective	3
Semester Total	15	Semester Total	15
Milestones <ul style="list-style-type: none"> Finish Core 		Milestones	

Year 4			
Even Fall		Odd Spring	
Course	Credits	Course	Credits
XIDS 3000 - Interdisciplinary Methods	3	XIDS 4000 - Interdisciplinary Capstone	3
MATH 4213 - Mathematical Statistics	3	MATH 4813 - Regression Analysis	3
CS 4725 - Foundations of Machine Learning	3	Elective	3
MATH 4803 - Analysis of Variance	3	Elective	3
Elective: 3000/4000 level course	3		
Semester Total	15	Semester Total	12
Milestones <ul style="list-style-type: none"> Finish Capstone proposal/plan in XIDS 3000 		Milestones <ul style="list-style-type: none"> Complete Capstone Project, submit in XIDS 4000 	

Scenario 2: Years 3 and 4 beginning Even Fall

Year 3			
Even Fall		Odd Spring	
Course	Credits	Course	Credits
Area D1: Science course	3		
MATH 3003 - Transition to Advanced Math	3	MATH 4813 - Regression Analysis	3
CS 3280 - Systems Programming	3	CS 3151 - Data Structures and Discrete Math I	3

Elective: 3000/4000 level course	3	CS 3270 - Intelligent Systems	3
Elective	3	Elective	3
Semester Total	15	Semester Total	15
Milestones		Milestones	
<ul style="list-style-type: none"> Finish Core 			

Year 4			
Odd Fall		Even Spring	
Course	Credits	Course	Credits
XIDS 3000 - Interdisciplinary Methods	3	XIDS 4000 - Interdisciplinary Capstone	3
MATH 4213 - Mathematical Statistics	3	MATH 4483 - Graph Theory	3
MATH 4803 - Analysis of Variance	3	Elective	3
CS 4725 - Foundations of Machine Learning	3	Elective	3
Elective	3		
Semester Total	15	Semester Total	12
Milestones		Milestones	
<ul style="list-style-type: none"> Finish Capstone proposal/plan in XIDS 3000 		<ul style="list-style-type: none"> Complete Capstone Project, submit in XIDS 4000 	

Natural Resources Management

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* Andrew Edelman

Email* aedelman@westga.edu

College* College of Arts, Culture, and Scientific Inquiry

Pathway Information

School/Department* College of Arts, Culture, and Scientific Inquiry
Center for Interdisciplinary Studies

Desired Effective Semester* Spring

Desired Effective Year* 2022

Name of Proposed Pathway* Natural Resources Management

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:*

Anthropology, Biology, Communications, Economics, Geography, Geology, Political Science, Sociology

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

yes

List the pathway-specific student learning outcome(s):*

- 1) Summarize core principles from biology, chemistry, earth science, and social sciences and apply them to natural resources management.
- 2) Master basic research skills and techniques (including field methods, GIS, and statistics) to manage natural resources.
- 3) Communicate effectively via oral, written, and digital platforms to general and scientific audiences about natural resources management.
- 4) Recognize how diverse groups use and interface with natural resources and how to reach just and equitable management outcomes.

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

Prospective Curriculum *

Proposal for Bachelor in Interdisciplinary Studies (BIS) - Natural Resources Management

1) Pathway name

Bachelor in Interdisciplinary Studies (BIS) - Natural Resources Management

The BIS in natural resources management is designed around the intersection between the ecological, physical, and social dimensions of the natural environment. This integrative program provides a broad foundation while allowing students to tailor their degrees to a specific area of interest. Graduates can pursue careers as natural resources managers, conservation scientists, environmental consultants/scientists, watershed/wetland scientists, soil & water conservationist, park rangers, land reclamation inspectors, and many other related fields or pursue graduate studies. Depending on the disciplines and electives students select, the pathway can be combined with minors in biology, geography, geology, or political science and certificates such as stream restoration or atmospheric science.

2) Disciplines

The pathway includes 3 disciplines: 1. Wildlife & Fisheries Ecology, 2. Air, Water, & Land, & 3. Human Dimensions

Pathway Structure

Required Foundation Courses (30 credits):
BIOL 1107 + 1107L Principles of Biology I BIOL 1108 + 1108L Principles of Biology II CHEM 1211 + 1211L Principles of Chemistry I CHEM 1212 + 1212L Principles of Chemistry II GEOG 2553 Intro to GIS & Mapping GEOL 1121 + 1121L Physical Geology MATH 1113 Precalculus POLS 1101 American Government Strongly recommended: ECON 2106 Princ. of Microeconomics, COMM 1110 Oral Communications, & MATH 1401 Statistics
Required Upper Level Area Courses (7-8 credits):
BIOL 3135 Ecology

Methods & Communication, at least 1 course from the following:

COMM 3330 Advanced Communication Skills
 ENGL 3405 Professional & Technical Writing
 GEOG 3563 Remote Sensing & GIS Integration
 GEOG 4553 Geographic Information Systems
 GEOG 4554 Computer Cartography
 GEOG 4562 Airphoto Interpretation & Photogrammetry
 GEOG 4753 Contemporary GIS Applications
 SOCI 4003 Statistics for Social Sciences

Upper-Level Area Courses. Students will choose 2 of the 3 content disciplines as their main subjects: 1) Wildlife & Fisheries Ecology, 2) Air, Water, & Land, and 3) Human Dimensions. Within each of these two disciplines, they must take: 1) a minimum of 9 credit hours across 3 courses, and 2) at least 1 course must have a natural resources management focus (bolded below). From the remaining discipline, they must take at least one course. Special topics courses may qualify if approved by the advisory committee. Total minimum credit hours: 21.

Wildlife & Fisheries Ecology

BIOL 4424 Wildlife Habitat Ecology
BIOL 4425 Fire Ecology
BIOL 4427 Conservation Biology
 BIOL 3221 Taxonomy of Flowering Plants & Ferns
 BIOL 3223 Vascular Plants
 BIOL 3226 Natural History of Vertebrates
 BIOL 3231 Comparative Vertebrate Anatomy
 BIOL 4241 Entomology
 BIOL 4242 Invertebrate Zoology
 BIOL 4245 Ichthyology
 BIOL 4266 Molecular Ecology
 BIOL 4441 Animal Behavior
 BIOL 4445 Marine Biology
 BIOL 4440 Aquatic Ecology
 BIOL 4450 Terrestrial Ecology
 BIOL 4735 Parasitology

Air, Water, & Land

GEOG 4103 Soil Science
GEOG 4600 Applied Climatology
GEOL 3603 Environmental Geology
GEOL 4083 Environmental Geochemistry
GEOL 4093 Risk Assessment
 GEOG 3713 Meteorology
 GEOG 3800 Biogeography
 GEOG 3900 Ecological Climatology
 GEOG 4900 Dendrochronology
 GEOL 3004 Field Geol. & Geologic Mapping
 GEOL 3014 Mineralogy & Crystallography
 GEOL 4003 Geomorphology
 GEOL 4014 Geochemistry
 GEOL 4034 Sedimentation & Stratigraphy
 GEOL 4074 Regional Applications of Field Geology
 GEOL 4084 Hydrogeology

Human Dimensions

ANTH 3180 Environment & Health
ANTH 4134 Animals & Culture
ANTH 4181 Cultural Resources Management
ECON 3480 Environmental & Natural Resource Economics
GEOG 3405 Geographies of Sustainability
POLS 4209 Environmental Policy
 GEOG 3253 Economic Geography
 GEOG 3643 Urban Geography
 POLS 3201 Intro Public Policy
 POLS 3210 Interest Group Politics
 POLS 4210 Public Management

Pathway Courses (Bolded courses have a central focus on natural resources management)

Courses	Pre-Reqs	Credits
<u>Required Foundation Courses</u>		
BIOL 1107 + 1107L Principles of Biol. I	None	4
BIOL 1108 + 1108L Principles of Biol. II	None	4
CHEM 1211 + 1211L Principles of Chemistry I	Concurrent MATH1113 or MATH1112	4
CHEM 1212 +1212L Principles of Chemistry II	CHEM1211+L & MATH 1113 or MATH 1111+1112 with C	4
GEOG 2553 Intro to GIS & Mapping	None	3
GEOL 1121 + 1121L Physical Geology	None	4
MATH 1113 Precalculus	MATH 1111 with D or SAT Math 500 or ACT Math 20	4
POLS 1101 American Government	None	3
<u>Required Upper-Level Area Course</u>		
BIOL 3135 Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
<u>Methods and Communication Courses</u>		
COMM 3330 Advanced Communication Skills	COMM 1110 or 1100	3
ENGL 3405 Professional & Technical Writing	None	3
GEOG 3563 Remote Sensing & GIS Integration	None	4
GEOG 4553 Geographic Information System	GEOG2553	4
GEOG 4554 Computer Cartography	GEOG2553	4
GEOG 4562 Airphoto Interpretation & Photogrammetry	None	4
GEOG 4753 Contemporary GIS Applications	GEOG2553	4
SOCI 4003 Statistics for Social Sciences	SOCI 1101	3
<u>Wildlife & Fisheries Ecology</u>		
BIOL 4424 Wildlife Habitat Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4425 Fire Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4427 Conservation Biology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 3221 Taxonomy of Flowering Plants & Ferns	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 3223 Vascular Plants	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 3226 Natural History of Vertebrates	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 3231 Comparative Vertebrate Anatomy	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4241 Entomology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4242 Invertebrate Zoology	Intro Series for Bio+Lab & Chem+Lab with C grades	4

BIOL 4245 Ichthyology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4266 Molecular Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4441 Animal Behavior	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4445 Marine Biology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4440 Aquatic Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4450 Terrestrial Ecology	Intro Series for Bio+Lab & Chem+Lab with C grades	4
BIOL 4735 Parasitology	Intro Series for Bio+Lab & Chem+Lab with C grades	4

Air, Water, & Land

GEOG 4103 Soil Science	GEOG1113 or GEOL1121	3
GEOG 4600 Applied Climatology	GEOG1112	3
GEOL 3603 Environmental Geology	GEOL1121 or GEOG1113	3
GEOL 4083 Environmental Geochemistry	GEOL1121 & CHEM1211	3
GEOL 4093 Risk Assessment	None	3
GEOG 3713 Meteorology	GEOG1112+L	3
GEOG 3800 Biogeography	None	3
GEOG 3900 Ecological Climatology	GEOG1112+L & GEOG1113+L	3
GEOG 4900 Dendrochronology	GEOG1112 & GEOG1113(may be waived)	4
GEOL 3004 Field Geology & Geologic Mapping	None	4
GEOL 3014 Mineralogy & Crystallography	GEOL1121+L with C & Concurrent CHEM1211	4
GEOL 4003 Geomorphology	GEOL1121 or GEOG1113	3
GEOL 4014 Geochemistry	GEOL1121+L & CHEM1211	4
GEOL 4034 Sedimentation & Stratigraphy	GEOL1121+L, GEOL1122+L, & GEOL3014 with C(may be waived)	4
GEOL 4074 Regional Applications of Field Geology	None	4
GEOL 4084 Hydrogeology	GEOL 1121 and MATH 1113	4

Human Dimensions

ANTH 3180 Environment & Health	None	3
ANTH 4134 Animals & Culture	None	3
ANTH 4181 Cultural Resources Management	None	3
ECON 3480 Environmental & Natural Resource Economics	ECON 2106 & Richards Col Upper Division RCUD (waived)	3
GEOG 3405 Geographies of Sustainability	None	3
POLS 4209 Environmental Policy	POLS 1101 or PSC101	3
GEOG 3253 Economic Geography	None	3
GEOG 3643 Urban Geography	None	3
POLS 2201 State and Local Government	POLS 1101	3

POLS 3201 Intro Public Policy	POLS 1101	3
POLS 3210 Interest Group Politics (not listed)	POLS 1101	3
POLS 4210 Public Management	POLS 1101	3

3) Mentors

Wildlife & Fisheries Ecology: Andrew Edelman, Janet Genz, Joseph Hendricks, & Gregory Payne

Air, Water, & Land: Marian Buzon, Georgina Deweese, James Mayer, & David Bush

Human Dimensions: Kathleen Barrett, Hannes Gerhardt, Sarah Hupp Williamson, James Murphy, & Andy Walter

4) Disciplines represented on the pathway's administrative committee

Currently: Biology, Geology, Geography, Political Science

Open Invitation: Anthropology, Communications, Economics, Sociology

5) Learning outcomes

1. Summarize core principles from biology, chemistry, earth science, and social sciences and apply them to natural resources management.
2. Master basic research skills and techniques (including field methods, GIS, and statistics) to manage natural resources.
3. Communicate effectively via oral, written, and digital platforms to general and scientific audiences about natural resources management.
4. Recognize how diverse groups use and interface with natural resources and how to reach just and equitable management outcomes.

6) Two-year Rotation Schedule of Courses 2021-2023

BIS in Natural Resources Management							
		Year 1 (2021-22)			Year 2 (2022-23)		
		Fall	Spring	Summer	Fall	Spring	Summer
Foundation Courses	BIOL 1107 + 1107L	x	x	x	x	x	x
	BIOL 1108 + 1108L	x	x	x	x	x	x
	CHEM 1211 + 1211L	x	x	x	x	x	x
	CHEM 1212 +1212L	x	x	x	x	x	x
	GEOG 2553	x	x	x	x	x	x
	GEOL 1121 + 1121L	x	x		x	x	
	MATH 1113	x	x	x	x	x	x
	POLS 1101	x	x	x	x	x	x
Biology	BIOL 3135	x	x	x	x	x	x
	BIOL 4424	x			x		
	BIOL 4425		x			x	

	BIOL 4427	x			x		
	BIOL 3221		x			x	
	BIOL 3223	x			x		
	BIOL 3226	x			x		
	BIOL 3231		x		x		
	BIOL 4241				x		
	BIOL 4242					x	
	BIOL 4245		x			x	
	BIOL 4266	x			x		
	BIOL 4441	x			x		
	BIOL 4445		x			x	
	BIOL 4440	x			x		
	BIOL 4450		x			x	
	BIOL 4735	x			x		
Geography	GEOG 3405	x			x		
	GEOG 4103	x			x		
	GEOG 4600			x			x
	GEOG 3253				x		

	GEOG 3563		X			X	
	GEOG 3643	x			X		
	GEOG 3713		X			X	
	GEOG 3800		X			X	
	GEOG 3900	x			X		
	GEOG 4553	x		X	X		X
	GEOG 4554		X			X	
	GEOG 4562			X			X
	GEOG 4753		X			X	
	GEOG 4900					X	
Geology	GEOL 3603	x					
	GEOL 4083		X				
	GEOL 4093					X	
	GEOL 3004	x			X		
	GEOL 3014	x			X		
	GEOL 4003				X		
	GEOL 4014					X	
	GEOL 4034	x			X		

	GEOL 4074			x			x
	GEOL 4084		x			x	
Other Programs	ANTH 3180					x	
	ANTH 4134					x	
	ANTH 4181		x				
	ECON 3480				x		
	POLS 4209			x			x
	COMM 3330	x	x	x	x	x	x
	ENGL 3405	x	x	x	x	x	x
	POLS 3201		x	x		x	x
	POLS 3210						
	POLS 4210		x	x		x	x
	SOCI 4003	x	x	x	x	x	x

7) **Program Map:** Example with Wildlife & Fisheries Ecology and Human Dimensions disciplines selected.

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 A2 Elective: MATH 1111 - College Algebra	3	Area F: MATH 1113 - Precalculus	4
Area B1: COMM 1110 - Oral Communications	3	Area F: BIOL 1107/1107L - Prin. of Biol. I	4
Area E1: World history course	3	Area E2: US history course	3
Area E3: POLS 1101 - American Government	3	Area B2: Institutional priorities course	1
Semester Total	15	Semester Total	15
<p style="text-align: center;">Milestones</p> <ul style="list-style-type: none"> • Complete ENGL 1101 with C or better • Complete Area A2 Elective math 		<p style="text-align: center;">Milestones</p> <ul style="list-style-type: none"> • Complete ENGL 1102 with C or better • Complete MATH 1113 with a C or better • Complete BIOL 1107/1107L with a C or better • Reach 30 credit hours for Fall/Spring combined 	

Year 2			
Term 1		Term 2	
Course	Credits	Course	Credits
Area F: BIOL 1108/1108L - Prin. of Biol. II	4	XIDS 2000 - Intro. to Interdisciplinary Studies	3
Area D1: CHEM 1211/1211L - Prin. of Chem. I	4	Area D1: CHEM 1212/1212 L - Prin. of Chem. II	4
Area F: GEOG 2553 - Intro. to GIS & Mapping	3	Area D2: MATH 1401 - Elementary Statistics	3
Area C1: Fine Arts	3	Area F: GEOL 1121/1121L - Physical Geology	4
		Area E4: ECON 2106 - Princ. of Microeconomics (Summer)	3
Semester Total	14	Semester Total	17
<p align="center">Milestones</p> <ul style="list-style-type: none"> • Complete BIOL 1108/1108L with C or better • Complete CHEM 1211/1211L with C or better 		<p align="center">Milestones</p> <ul style="list-style-type: none"> • Complete CHEM 1212/1212L with C or better • Complete XIDS 2000 with C or better • Complete BIS Degree Plan and submit to Registrar 	

Year 3			
Term 1		Term 2	
Course	Credits	Course	Credits
BIOL 3135 - Ecology	4	XIDS 3000 - Interdisciplinary Methods	3
WFE 1: BIOL 4427 - Conservation Biology	4	WFE 2: BIOL 4425 - Fire Ecology	4
HD 1: ECON 3480 - Environmental & Natural Resource Economics	3	Area C2: Humanities Course	3
3000/4000 level elective	4	3000/4000 level elective	3
		HD 2: POLS 4209 - Environmental Policy (summer)	3
Semester Total	15	Semester Total	16
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete BIOL 3135 • Complete XIDS 3000 with C or better & finish capstone proposal/plan 	

Year 4			
Term 1		Term 2	
Course	Credits	Course	Credits
AWL 1: 3603 - Environmental Geology	3	XIDS 4000 - Interdisciplinary Capstone	3
WFE 3: BIOL 4424 - Wildlife Habitat Ecology	4	Methods: ENGL 3405 - Professional & Technical Writing	3
HD 3: GEOG 3405 - Geographies of Sustainability	3	3000/4000 level elective	4
3000/4000 level elective	4	3000/4000 level elective	4
Semester Total	14	Semester Total	14
Milestones		Milestones	
		<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 & 120 credit hours total 	

Writing

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* Alison Umminger

Email* aumminge@westga.edu

College* College of Arts, Culture, and Scientific Inquiry

Pathway Information

School/Department* Center for Interdisciplinary Studies

Desired Effective Semester* Spring

Desired Effective Year* 2022

Name of Proposed Pathway* Writing

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:*

English, Art, Communications, Film, Sociology

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

Yes

List the pathway-specific student learning outcome(s):*

A student having graduated with an BIS in Writing from UWG will be able to:
1) Write and/or create narrative in a variety of disciplines, genres, and mediums;
2) Demonstrate an understanding of research methodology, research design, and/or creative activities appropriate to the interdisciplinary nature of their work;
3) Utilize interdisciplinary learning to produce a creative work;
4) Recognize the careers, professions, and/or future academic opportunities available to them upon completion of their studies;
5) Demonstrate through a culminating experience (a capstone project) an understanding of the relationship between the various disciplines incorporated into their Study Plan.

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

Prospective Curriculum* *

PROPOSAL: BIS Pathway in Writing

Sponsoring programs

English, Art, Communication Studies, Sociology

Primary contact

Alison Umminger, English

Disciplinary mentors

Alison Umminger, English; Mark Schoon, Art; Melanie Conrad, Communication Studies; Pam Kirk, Sociology

Justification for a BIS in Writing

Over the course of the last several years and more, Creative Writing has accounted for a considerable source of growth in the English Program. As we enter a historical moment in which stories (and the ability to craft successful ones) are more important than ever, the Creative Writing faculty (including Drs. Margaret Mitchell, Chad Davidson, Alison Umminger, and Greg Fraser) has begun focusing more explicitly on the ways in which writing is an inherently interdisciplinary act and field of study. In response to our many conversations and thorough research regarding viability and practicality, we have developed a Bachelor of Interdisciplinary Studies in Writing.

Intentions for a BIS in Writing

The degree would allow students to acquire a strong foundation in writing, critical and creative thinking, and problem solving that will assist them within a variety of contexts and, ultimately, career/work situations. The degree would include a study of literature and writing that will help students become resourceful leaders, entrepreneurs, intellectuals, and professional writers. A BIS would offer students the opportunity to integrate multiple academic disciplines that incorporate and benefit from narrative strategies and strong writing. By pairing the study of creative writing with another discipline, students will develop skills, approaches, and techniques that allow them to incorporate a variety of narrative strategies to use in a variety of artistic, scientific, and technological disciplines.

Inherently interdisciplinary, the BIS in Writing will help students develop strong and effective writing skills, techniques, and practices through exposure to a variety of genres and disciplines. Students will internalize the interconnections between writing and a variety of disciplines. This approach will offer students diverse opportunities, creating a dynamic and creative program that will help students distinguish themselves both professionally and intellectually. The Association of Writers and Writing Programs argues that for students to become successful writers, their undergraduate program should “emphasize a wide range of study in literature and other disciplines to provide students with the foundation they need to become resourceful—as readers, as intellectuals, and as writers.” The degree would include a study of writing paired with another discipline that will help students become resourceful leaders, entrepreneurs, intellectuals, and professional writers.

BIS in Writing Learning Outcomes

A student having graduated with an BIS in Writing from UWG will be able to:

- Write and/or create narrative in a variety of disciplines, genres, and mediums;
- Demonstrate an understanding of research methodology, research design, and/or creative activities appropriate to the interdisciplinary nature of their work;
- Utilize interdisciplinary learning to produce a creative work;
- Recognize the careers, professions, and/or future academic opportunities available to them upon completion of their studies;
- Demonstrate through a culminating experience (a capstone project) an understanding of the relationship between the various disciplines incorporated into their Study Plan.

BIS in Writing Program Structure

Toward that end, we’ve envisioned a degree with three different tracks in conjunction with Art, Mass Communications and Sociology. These three tracks are:

- **Visual Storytelling [Art]:** this track would allow students to consider how they use narrative tools to engage in visual storytelling. This track would have students take courses in creative writing and art. The increase in the graphic memoir, graphic novels, narrative video games, and a host of other media that incorporates the visual arts and storytelling make this an exciting and vibrant path for students who want to have careers in those fields.
- **Writing the Social Experience [Sociology]:** this track would allow students to consider using writing and sociology to prepare for employment in fields like policy analysis, social justice advocacy, and to work for non-governmental agencies. This degree will offer students writing as a way to tell the stories of the broader social forces at play in individual lives. The pairing of these two fields of study will offer students the opportunity to internalize the interconnections between writing and sociology.
- **Writing & Communication Studies [Mass Communication]:** this track would allow students to consider how to incorporate the theories and principles of communication. When paired with narrative to seek employment in fields that privilege such intersections between communication and narrative, communication strategists. This might include careers like social media managers, literary agents, and influencers.

Program Worksheet

These Programs sheets were developed in conjunction with the faculty in Art, Mass Communications and Sociology.

BIS IN WRITING: VISUAL STORYTELLING [ART]

Required Courses: 9 Hours

XIDS 2000 Introduction to Interdisciplinary Studies
XIDS 3000 Interdisciplinary Methods
XIDS 4000 Interdisciplinary Capstone

Prerequisites

English	Art
ENGL 2060 Intro to Creative Writing (can be completed in the Core)	ART 2000 Oral Communication and the Visual Arts

Area F Requirements: 18 hours

- XIDS 2000 - Introduction to Interdisciplinary Studies
 ENGL 2060 - Intro to Creative Writing (if not completed in Area C)
 ART 2000 - Oral Communication and the Visual Arts (if not completed in Area B)
 At least one of the following:
 ENGL 2130 - American Literature
 ENGL 2120 - British Literature
 ENGL 2190 - Studies in Literature by Women
 ENGL 2180 - Studies in African-American Literature
 ENGL 2110 - World Literature
 At least one of the following:

ART 1006 Design I (2D)
 ART 1007 Drawing I
 ART 1008 Drawing II
 Additional course from the ENGL and ART lists above.

**Requirements for the Major (Upper-Division Courses): 30 Hours
 (Minimum of 9 hours in each discipline)**

- A minimum of 39 semester hours of work in courses numbered 3000 or above.
- Courses from the grounding disciplines—At least nine credit hours (and no more than 18) of 3000/4000-level coursework from English and Art, as specified below. Disciplinary grounding is essential in integrative learning.

English: Creative Writing	Art (Choose one track)
Choose 2 of the following classes at the 3000-level: <ul style="list-style-type: none"> • ENGL 3200 in Creative Nonfiction • ENGL 3200 in Fiction • ENGL 3200 in Poetry • ENGL 3200 in Screenwriting 	Printmaking <ul style="list-style-type: none"> • ART 3801 Printmaking I:Survey • ART 3802 Printmaking II: Relief Printing • ART 4821 Printmaking IV: Screenprinting • ART 4822: The Art of Letterpress Printing and Book Arts <p style="text-align: center;">OR</p> Graphic Design <ul style="list-style-type: none"> • ART 3401 Graphic Design I • ART 3402 Graphic Design II • ART 4403 Graphic Design III • ART 4404 Graphic Design IV <p style="text-align: center;">OR</p> Painting <ul style="list-style-type: none"> • ART 3601 Painting I or Art 3602 Painting II • ART 3603 Painting III • ART 4604 Painting IV • ART 4605 Advanced Painting
Choose 2 of the following classes at the 4000-level: <ul style="list-style-type: none"> • ENGL 4210 in Creative Nonfiction • ENGL 4210 in Fiction • ENGL 4210 in Poetry • ENGL 4210 in Screenwriting 	
Total: 12 hours	

General Electives and/or Minors: 30 Hours

Courses from additional disciplines, and/ or a minor, and/ or electives—Selected in accordance with the degree theme, learning outcomes, goals, and capstone project. Up to 30 Hours

Recommended electives

English: Creative Writing	Art
Choose 3 classes from the list below *	Choose 3 from the list below
ENGL 3200 in Creative Nonfiction	ART 3060 Illustration: An Introductory Survey
ENGL 3200 in Fiction	ART 3065 Intro to Sci/Pre-med Illustration
ENGL 3200 in Poetry	ART 4821 Advanced Printmaking
ENGL 3200 in Screenwriting	ART 3701 – Intro to Photography
ENGL 4210 in Creative Nonfiction	ART 3703 Digital Imaging
ENGL 4210 in Fiction	ART 3705 Artificial Lighting
ENGL 4210 in Poetry	ART 4704 Documentary Photography
ENGL 4210 in Screenwriting	ART 4000 Advanced Drawing
ENGL-4300 Studies In English Language	ART 4005 Advanced Life Drawing

* We may develop new classes to add to this list in the future

BIS IN WRITING: WRITING & COMMUNICATION STUDIES [MASS COMMUNICATION]

Required Courses: 9 Hours

XIDS 2000 Introduction to Interdisciplinary Studies
XIDS 3000 Interdisciplinary Methods
XIDS 4000 Interdisciplinary Capstone

Prerequisites

English	Communication Studies
ENGL 2060 Intro to Creative Writing (can be completed in the Core)	COMM 1110 - Public Speaking (can be completed in the Core)

Area F Requirements: 18 hours

XIDS 2000 - Introduction to Interdisciplinary Studies
 ENGL 2060 - Intro to Creative Writing (if not completed in Area C)
 COMM 1110 - Public Speaking (if not completed in Area B)

At least one of the following:

- ENGL 2130 - American Literature
- ENGL 2120 - British Literature
- ENGL 2190 - Studies in Literature by Women
- ENGL 2180 - Studies in African-American Literature
- ENGL 2110 - World Literature

At least one of the following:

- FILM 2080 - Introduction to the Art of Film
- FILM 2100 - History and Theory of Film
- COMM 1154 – Introduction to Mass Communications

Additional course from the lists above.

**Requirements for the Major (Upper-Division Courses): 30 Hours
 (Minimum of 9 hours in each discipline)**

- A minimum of 39 semester hours of work in courses numbered 3000 or above.
- Courses from the grounding disciplines—At least nine credit hours (and no more than 18) of 3000/4000-level coursework from English and Communications, as specified below. Disciplinary grounding is essential in integrative learning.

English: Creative Writing	Communication Studies
Choose 2 of the following classes at the 3000-level:	Choose 2 of the following classes at the 3000-level:

<ul style="list-style-type: none"> ● ENGL 3200 in Creative Nonfiction ● ENGL 3200 in Fiction ● ENGL 3200 in Poetry ● ENGL 3200 in Screenwriting 	<ul style="list-style-type: none"> ● COMM 3200 - Rhetoric and Social Influence ● COMM 3310 - Persuasion ● COMM 3320 - Small Group Communication ● COMM 3340 - Advanced Interpersonal Communication ● COMM 3360 - Intercultural Communication
Choose 2 of the following classes at the 4000-level: <ul style="list-style-type: none"> ● ENGL 4210 in Creative Nonfiction ● ENGL 4210 in Fiction ● ENGL 4210 in Poetry ● ENGL 4210 in Screenwriting 	Choose 2 of the following classes at the 4000-level: <ul style="list-style-type: none"> ● COMM 4200 - Communication and Gender ● COMM 4210 - Communication and Conflict ● COMM 4220 - Health Communication ● COMM 4600 - Communication Theory
Total: 12 hours	

General Electives and/or Minors: 30 Hours

Courses from additional disciplines, and/ or a minor, and/ or electives—Selected in accordance with the degree theme, learning outcomes, goals, and capstone project. Up to 30 Hours

Recommended electives

English: Creative Writing	Communication Studies
Choose 3 classes from the list below *	Choose 3 classes from the list below*
ENGL 3200 in Creative Nonfiction	COMM 3200 - Rhetoric and Social Influence
ENGL 3200 in Fiction	COMM 3310 - Persuasion
ENGL 3200 in Poetry	COMM 3320 - Small Group Communication
ENGL 3200 in Screenwriting	COMM 3340 - Advanced Interpersonal Communication
ENGL 4210 in Creative Nonfiction	COMM 4200 - Communication and Gender
ENGL 4210 in Fiction	COMM 4210 - Communication and Conflict
ENGL 4210 in Poetry	COMM 4220 - Health Communication
ENGL 4210 in Screenwriting	COMM 4600 - Communication Theory
ENGL 4300 Studies In English Language	
Total: 15 hours	Total: 15 hours

* We may develop new classes to add to this list in the future

BIS IN WRITING: WRITING THE SOCIAL EXPERIENCE

Required Courses: 9 Hours

XIDS 2000 Introduction to Interdisciplinary Studies
XIDS 3000 Interdisciplinary Methods
XIDS 4000 Interdisciplinary Capstone

Prerequisites

English	Sociology
ENGL 2060 Intro to Creative Writing (can be completed in the Core)	SOCI 1101 - Introduction to Sociology

XIDS 2000 - Introduction to Interdisciplinary Studies
ENGL 2060 - Intro to Creative Writing (if not completed in Area C)
SOCI 1101 - Intro to Sociology (if not completed in Area E)

At least one of the following:

- ENGL 2130 - American Literature
- ENGL 2120 - British Literature
- ENGL 2190 - Studies in Literature by Women
- ENGL 2180 - Studies in African-American Literature
- ENGL 2110 - World Literature

Any Social Science course from SOCI, ANTH, CRIM, GEOG, POLS, PSYC
Additional course from the lists above.

Area F Requirements: 18 hours

English	Sociology
Choose 3 classes from the following list	
ENGL 2130 - American Literature	
ENGL 2120 - British Literature	
ENGL 2190 - Studies in Literature by Women	
ENGL 2180 - Studies in African-American Literature	
ENGL 2110 - World Literature	

**Requirements for the Major (Upper-Division Courses): 30 Hours
(Minimum of 9 hours in each discipline)**

- A minimum of 39 semester hours of work in courses numbered 3000 or above.
- Courses from the grounding disciplines—At least nine credit hours (and no more than 18) of 3000/4000-level coursework from English and Sociology, as specified below. Disciplinary grounding is essential in integrative learning.

English: Creative Writing	Sociology
Choose 2 of the following classes at the 3000-level: <ul style="list-style-type: none">• ENGL 3200 in Creative Nonfiction• ENGL 3200 in Fiction• ENGL 3200 in Poetry• ENGL 3200 in Screenwriting	Inequality: Choose 2 of the following classes <ul style="list-style-type: none">• SOCI 3623 - Social Inequality• SOCI 3293 - Sociology of Family• SOCI 3603 - Sociology of Gender• SOCI 4323 - Sociology of Race

	<ul style="list-style-type: none"> ● SOCI 3943 - American Class System ● SOCI 4300 - Housing and Homelessness ● SOCI 3283 - Globalization ● SOCI 4333 - Urban Sociology
Choose 2 of the following classes at the 4000-level: <ul style="list-style-type: none"> ● ENGL 4210 in Creative Nonfiction ● ENGL 4210 in Fiction ● ENGL 4210 in Poetry ● ENGL 4210 in Screenwriting 	Social Identities/Sociology and the Self: Choose 2 of the following: <ul style="list-style-type: none"> ● SOCI 3543 - Sociology of Religion ● SOCI 3733 - Social Psychology ● SOCI 3804 - Death, Grief, and Caring ● SOCI 3954 - Sociology of Aging ● SOCI 4445 - Sociology of Youth ● SOCI 4543 - Deviant and Alternative Behavior ● SOCI 4700 - Sociology of Emotions
	Violence Against Women <ul style="list-style-type: none"> ● Global Health ● 4999 classes as approved
Total: 12 hours	Total: 12-15 hours

General Electives and/or Minors: 30 Hours

Courses from additional disciplines, and/ or a minor, and/ or electives—Selected in accordance with the degree theme, learning outcomes, goals, and capstone project. Up to 30 Hours

Recommended electives

English: Creative Writing	Sociology
Choose 3 classes from the list below *	Sociology upper division course(s) not taken for a previous section of the major; allowing students to take courses on the specific aspects of the social world that they are most interested in.
ENGL 3200 in Creative Nonfiction	
ENGL 3200 in Fiction	
ENGL 3200 in Poetry	
ENGL 3200 in Screenwriting	
ENGL 4210 in Creative Nonfiction	
ENGL 4210 in Fiction	
ENGL 4210 in Poetry	
ENGL 4210 in Screenwriting	
ENGL-4300 Studies In English Language	
Total: 15 hours	

* We may develop new classes to add to this list in the future

Courses	Even Fall	Odd Spring	Odd Fall	Even Spring
ENGL 2060	X	X	X	X
ENGL 2120	X	X	X	X

ENGL 2130	X	X	X	X
ENGL 2180	X	X	X	X
ENGL 2190	X	X	X	X
ENGL 2110				
ENGL 3200	X	X	X	X
ENGL 4210	X	X	X	X
ENGL 4300	X		X	
ART 1006	X	X	X	X
ART 1007	X	X	X	X
ART 1008	X	X	X	X
ART 2000	X	X	X	X
ART 3401	X	X	X	X
ART 3402	X	X	X	X
ART 3601	X	X	X	X
ART 3603			X	X
ART 3701	X	X	X	X
ART 3801	X	X	X	X
ART 3802	X			X
ART 4403	X		X	
ART 4404		X		X
ART 4604		X		X
ART 4605	X	X	X	
ART 4821	X		X	
ART 4822		X		X
FILM 2080	X	X	X	X
FILM 2100		X		X
COMM 1110	X	X	X	X
COMM 1154	X	X	X	X

COMM 3200		X		X
COMM 3310				
COMM 3320	X		X	
COMM 3340	X		X	
COMM 3360	X	X		
COMM 4200				
COMM 4210		X		X
COMM 4220		X		X
COMM 4600				
SOCI 1101	X	X	X	X
SOCI 3283	X		X	
SOCI 3293	X	X	X	X
SOCI 3543		X	X	X
SOCI 3603	X	X	X	
SOCI 3623	X	X	X	X
SOCI 3733	X	X	X	
SOCI 3804		X		X
SOCI 3943		X	X	X
SOCI 3954			X	
SOCI 4300	X		X	
SOCI 4323	X	X	X	X
SOCI 4333		X		X
SOCI 4445			X	X
SOCI 4543				
SOCI 4700		X		X
SOCI 4999	X	X	X	X

2021-22 Program Map
BIS Writing Pathway

Visual Storytelling (ENGL = VSE & ART = VSA)

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 A2: Math course	3	Area D1: Science course + L	4
Area B1: Oral communications course	3	Area E3: POLS 1101 - American Government	3
Area E4: Social science elective course	3	Area C1: Fine arts course	3
Area B2: Institutional priorities course	2	Area F: D1 Foundation course: ENGL 2060 - Intro Creative Writing	3
Semester Total	14	Semester Total	16
Milestones <ul style="list-style-type: none"> Complete ENGL 1101 with C or better Complete Area A2 math 		Milestones <ul style="list-style-type: none"> Complete ENGL 1102 with C or better Complete Area D1 lab science Earn 16 credit hours (to reach 30 for Fall/Spring combined) Art 2201 C or better 	

Year 2			
Term 1		Term 2	
Course	Credits	Course	Credits
Area C2: Humanities course	3	Area D2: Science, math, or technology course	3
Area D1: Science course	3	Area E1: World history course	3
Area E2: US history course	3	Area F: XIDS 2000 - Intro Interdisciplinary Studies	3
Area F: D2 Foundation course: ART 2000 - Oral Communication and the Visual Arts	3	Area F: ART 1007 - Drawing I	3
Area F: ART 1006 - Design I (2D)	3	Area F: ENGL 2080 - Studies in African-American Literature	3
Semester Total	15	Semester Total	15
Milestones		Milestones <ul style="list-style-type: none"> Complete BIS Degree Plan and submit to Registrar 	

Year 3	
Term 1	Term 2

Course	Credits	Course	Credits
VSE 1: ENGL 3200 - Intermediate Creative Writing (specific genre)	3	XIDS 3000 - Interdisciplinary Methods	3
VSA 1: ART 3401 - Graphic Design I	3	VSE 2: ENGL 3200 - Intermediate Creative Writing (specific genre)	3
3000/4000 level elective	3	VSA 2: ENGL 3402 - Graphic Design II	3
3000/4000 level elective	3	3000/4000 level elective	3
Elective	3	Elective	3
Semester Total	15	Semester Total	15
Milestones		Milestones	
		<ul style="list-style-type: none"> Finish Capstone proposal/plan in XIDS 3000 	

Year 4			
Term 1		Term 2	
Course	Credits	Course	Credits
VSE 3: ENGL 4210 - Advanced Creative Writing (genre specific)	3	XIDS 4000 - Interdisciplinary Capstone	3
VSA 3: ART 4403 - Graphic Design III	3	VSE 4: ENGL 4210 - Advanced Creative Writing (genre specific)	3
Elective	3	VSA 4: ART 4404 - Graphic Design IV	3
Elective	3	Elective	3
Elective	3	Elective	3
Semester Total	15	Semester Total	15
Milestones		Milestones	
		<ul style="list-style-type: none"> Complete Capstone Project, submit in XIDS 4000 	

SABH - 1101 - Intro to Soc & Behav Health

2022-2023 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*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education course? Yes No

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*

SABH

Course Number* 1101

Course Title* Intro to Soc & Behav Health

Long Course Title Introduction to Social & Behavioral Health

Course Type*

Social & Behavioral Health

Catalog Course Description*

A primer to the interdisciplinary study of health—from the perspective of the social sciences—this course introduces the ways in which individual behavior and social factors shape health outcomes. It also exposes students to approaches for changing behavior and programs that promote health and attempt to prevent diseases. Students will learn the social and behavioral theories that are used to create health promotion programs, and how such programs are implemented. Students will learn how to establish programs that are context-suitable and applicable.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No *

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* When the Social & Behavioral Health degree was created, we wanted majors to complete two required courses: an introductory course and a practicum (bookends to their experience). At the time, there was no course prefix for the new major, and since (a) the degree is intended to be interdisciplinary in nature, and (b) there were obviously only a few majors initially, we thought that offering an XIDS as the introductory course would suffice the interdisciplinarity aspect and draw enough students to ensure the course would fill. Now, the major has enough students to create new courses with a major prefix, so we asked the registrar to create the SABH (Social And Behavioral Health) prefix. And, we intend to slowly create new upper division courses that are specific to this major.

We have done so in part because SABH majors want a recognizable course name and number, especially for the required courses in the program. XIDS 2300, which is what currently suffices for the required introductory course in the SABH major, is a generic course number that refers to a wide variety of course names and descriptions, and typically, SABH students (and advisors) get confused (the title even gets cutoff often in Banner and Wolf Watch) as to which XIDS 2300 SABH majors should be taking.

Additionally, we have run into a credit hour issue: the SABH degree is housed in the Sociology Program (which is housed in the Department of Anthropology, Psychology, and Sociology); therefore, any courses with the SABH prefix will count toward total Sociology SCHs. Frankly, if one of our faculty are teaching the introductory course for this major, Sociology would prefer to earn the credit hours for the course. With an XIDS prefix, the credit hours go elsewhere, even if our faculty teach the course.


We are proposing adding this course and then we'll do a program change to delete XIDS 2300 from the program. Finally, we plan to add SABH 1101 to the program as the required introductory course, and to replace XIDS 2300.

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

After taking this course, students will be able to:

- 1) Recognize how the major domestic and international health problems are linked to individuals' behavior.
- 2) Learn the theories about health-related behavior from a variety of disciplinary perspectives.
- 3) Apply the theories under evaluation to health promotion efforts.

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* 60

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.

SABH 1101: Introduction to Social & Behavioral Health

Semester and Year, Location, Days of Week/Time of Day

Instructor Information:

Name: Sociology Professor
Office Location:
Email: xxx@westga.edu

Office Hours

Course Information

Course Description

An introduction to how several disciplines within the social sciences may contribute to the understanding of health.

Course Overview: This course introduces students to how individual behavior and social factors influence health using multidisciplinary approach. It exposes students to how everyday behaviors shape health outcomes. It also introduces students to the range of approaches for changing people's behavior and the effective programs that are necessary for the promotion of good health and the prevention of diseases. Students will learn the social and behavioral theories that are used to create health promotion programs, and how the programs are implemented depending on the context under investigation. Students will become familiar with the strength and weakness of a given theoretical approach in a context and how to establish programs that are context-suitable and applicable.

Course Objectives:

After taking this course, students will be able to:

- 1) Recognize how the major domestic and international health problems are linked to individuals' behavior.
- 2) Learn the theories about health-related behavior from a variety of disciplinary perspectives.
- 3) Apply the theories under evaluation to health promotion efforts.

Texts, Readings, Instructional Resources, and References

Required E-Textbook: Essentials of Health Behavior. Social and Behavioral Theory in Public Health, Third Edition, by Mark Edberg. ISBN#: 9781284198911 (eBook version), and 9781284069341 is for hardcopy version.

Instructions for Purchasing the E-Textbook: 1) Visit <https://www.jblearning.com> 2) in the box that states "Keyword, Title, ISBN, Author, Book Code", please type in this ISBN#: 9781284198911. 3) Click on the link that says, "Navigate 2 eBook Access for Essentials of Health Behavior" 4) Next, click on "365 Day eBook" [the cost of the e-book is \$40.95], then add to cart. 5) Next, click on checkout. 6) If you do not already have an account, please create an account by clicking on create a new account under new user registration. 7) Once this step is complete, you should be able to login and purchase the e-textbook. 8) For a hardcopy of this text, you can also visit Amazon.com, eBay.com, or Chegg.com for option to either rent or buy used hardcopy version.

Course Requirements

(1) Acquire the required books, read them, and read the lecture slides

You must acquire the books. This is a course requirement. You should complete the assigned readings before they are due; in fact, read them twice if you can. We may have other readings (in addition to these books), and those will be provided to you on CourseDen. You must also read the Powerpoint Lectures.

(2) In-Class Group Activities (10 @ 6 points each)

You will work on 10 small group activities throughout the semester (worth 6 points each). These require your full participation and cannot be made-up. In all, they are worth 60 points.

(3) Behavioral Intervention Project (30 points)

Over the course of the semester, you will design an intervention about a health behavior (or non-behavior). You'll work on this both in and out of class. More information will be provided in the next week.

(4) In-Class Pop Quizzes (10 @ 10 points each)

There will be 10 in-class short essay pop quizzes over the readings (and they are worth 10 points each). Nine (9) of these will cover the textbook (author is Weitz) and one (1) will cover the other book (The Spirit Catches You). If you are late to class, you will have only the time remaining for the quiz to attempt it. If you miss class, there will be no makeup quizzes without approved documentation on absence. There will be no mid- or late-semester makeup of several quizzes in an attempt to boost grades.

(5) Minute Papers (10 @ 6 points each)

There will be ten (10) in-class minute papers in which you respond to a question posed by the instructor. These assignments are applications of knowledge gained by the readings and lectures. They will be graded based on your ability to illustrate that you have read the material and are able to apply it to what you've learned. In all, minute papers will be worth 5 points.

(6) Exams

There will be three (3) timed multiple choice exams. You have 120 minutes (2 hours) once you start the exam to complete it. Each exam will consist of questions from three textbook chapters. Exams will be available on CourseDen beginning Exams are found in the "Assessments: Quizzes" section of CourseDen.

Grading Information and Policy

In-Class Group Activities	10 @ 6 points each =	60 points
Behavioral Intervention Project		30 points
In-Class Pop Quizzes	10 @ 10 points each =	100 points
Minute Papers	10 @ 6 points each =	60 points
Exams	3 @ 50 points each =	150 points
		<hr/>
		400 total points available

Your final grade will be determined by the percentage of the 400 possible points you earn. The following are the minimum number of points you will need to accumulate to earn each respective final grade.

Grading Structure and Points Scale

400-358	A
357-318	B
317-278	C
277-238	D
237 and below	F

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. **Note that I will enforce this policy.**

Communication Rules

As I reserve the right to change the schedule, assignments, or requirements, I will announce changes on CourseDen "News" or via Courseden email. It is your responsibility to regularly check both the "News" on Courseden and your Courseden email regularly. A note regarding correspondence: I will not

communicate with you through an alternative email address. In order to be successful in this course, you must actively participate while conducting yourself in a professional manner (includes, but is not limited to being respectful to me and the other students).

Classroom Etiquette

Communication in a college class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you speak.
- Don't use offensive language.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Course Announcements/Reminders

The vast majority of the information you will need in this course is on the syllabus, but I will also regularly post course announcements and reminders on CourseDen. Therefore, I strongly recommend that you check your my.westga.edu email address and CourseDen on a daily basis. Regardless of the means through which they are communicated, you are responsible for being aware of and complying with all course announcements and reminders.

In-Class Discussions

In this class, we will discuss a number of issues related to health and illness that you and/or your classmates may feel very strongly about and/or have first-hand knowledge of and familiarity with through your work, family, friends, or other personal experiences. Sometimes, social science theories and research or the opinions and experiences of your classmates may contradict your own personal experiences. Given that, discussions of these issues can become emotionally-charged. Discussion of these experiences and opinions related to them are welcome and encouraged if/when they are related to the course material and you feel comfortable sharing. However, any and all discussions in this course should always be conducted in a respectful manner. Please feel free to contact me if you are having trouble sharing your ideas in a way that complies with these guidelines or feel that one or more of your classmates is so that we may work together to find a constructive resolution to the problem..

Expected Response Times

Students can expect me to be online and available on Google Hangouts/Chat during my office online hours, but I will also check in once during the weekend. I am strongly committed to grading your work in a timely manner and providing you with feedback to help you understand why you earned a certain grade and what you can do to improve on future quizzes, assignments, or exams. I am often able to post grades and provide feedback within a week of the due date, but please be patient if/when that is not the case. It is your responsibility to keep track of your course grades and progress (with the help of the "grades" tab on CourseDen, where grades for all submitted work will be posted and updated) throughout the semester. If you become concerned about a particular quiz, assignment, exam, or your overall grade and/or progress in the course, please contact me as soon as possible. The earlier potential problems are identified, the more we can do to help you improve and succeed.

Tentative Course Schedule

Week	Date	Topic	Reading	
INTRO	8/14	Introductions to Course and to each other	Read: Start Here Module Contents, Syllabus, All Course Materials,	
1	8/19	Intro to Interdisciplinary Studies in Health and Behavioral Health	Read: "Have Smartphones Destroyed a Generation?" (linked here and on CourseDen) "Digital Detox" (here and on CD) Read the following Powerpoint Lecture: Health Behaviors: Smartphone Usage and Happiness in Teens	
1	8/21	Sociology of Health, Illness, & Healthcare	Read: Chapter 1 TEXT Read the following Powerpoint Lecture: Sociology of Health	
2	8/26	Health Psychology	Read the following Powerpoint Lectures: Health Psychology	
2	8/28	Social Sources of Illness	Read: Chapter 2 TEXT Read the following Powerpoint Lectures: Social Sources of Illness	
3	NO CLASS SEPT 2 (LABOR DAY)			
3	9/4	Social Sources of Illness (continued)	Read: Chapter 2 TEXT (continued)	
4	9/9	Healthy and Unhealthy Behaviors	Read the following Powerpoint Lecture: Health Behaviors	
4	9/11	Illness Behaviors	Read the following Powerpoint Lectures: Factors Surrounding Illness	
5	9/16	Social Distribution of Illness	Read: Chapter 3 TEXT	

			Read the following Powerpoint Lectures: Social Distribution of Illness	
5	9/18		Social Distribution, Ch. 3 (contd)	
6	9/23	Human Growth & Development	Read the following Powerpoint Lecture: Human Growth & Development	
6	9/25	Coping and Social Support	Read the following Powerpoint Lecture: Coping and Social Support	
7	9/30	Illness & Death in Less Developed Nations	Read: Chapter 4 TEXT; Read the following Powerpoint Lecture: Illness & Death in Less Developed Nations	
7	10/2	NO CLASS: Review for Exam 1 on Your Own	NO CLASS: Review for Exam 1 on Your Own	Exam 1, 10/5 at 11:59pm on CD (covers Chs. 1-4 from TEXT)
8	10/7	Healthcare in the U.S.	Read: Chapter 8 Read the following Powerpoint Lecture: Healthcare in the U.S.	
8	10/9	Social Meanings of Illness	Read: Chapter 5 TEXT Read the following Powerpoint Lecture: Social Meanings of Illness	
9	10/14	Social Meanings of Illness (cont'd)		
9	10/16	Film in Class: Selling Sickness		
10	10/21	Film in Class: Selling Sickness (cont'd)		
10	10/23	Healthcare Around the Globe	Read: Chapter 9 TEXT Read the following Powerpoint Lecture: Healthcare Around the Globe	
11	10/28	Profession of Medicine	Read: Chapter 11 TEXT Read the following Powerpoint Lecture: Profession of Medicine	

11	10/30	Cultural Approaches to Health	Read: Chapters 1-4 SPIRIT Read the following Powerpoint Lecture: Cultural Approaches	
12	11/4	Film in Class:		
12	11/6	Culture (continued)	Read: Chapters 1-3 SPIRIT	Exam 2, 11/9 at 11:59pm on CD (covers Chs. 5, 8, 9, 11 from TEXT)
13	11/11	Culture (continued)	Read: Chapters 4-6 SPIRIT	
13	11/13		Read: Chapters 7-9 SPIRIT	QUIZ OVER THESE SPIRIT CHAPTERS
14	11/18		Read: Chapters 10-12 SPIRIT	QUIZ OVER THESE SPIRIT CHAPTERS - at-home
14	11/20	Healthcare Settings and Technologies	Jeopardy! For extra points on Spirit Book Read: Chapter 10 TEXT Read the following Powerpoint Lectures: Healthcare Settings and Technologies	Quiz over textbook
NO CLASSES WEEK OF 11/24 - 11/30 - THANKSGIVING BREAK				
15	12/2	Complementary & Alternative Healthcare	Read: Chapters 13-19 SPIRIT Chapters 12 & 13 TEXTBOOK	
FINALS WEEK	12/8 - 12/14			ALL DUE 12/11 at 11:59pm: Chapter 12 Quiz (MP9) Chapter 13 Quiz (MP10) Spirit Chs 13-15 Quiz Spirit Chs 16-19 Quiz Exam 3, (covers Chs. 10, 12, 13 TEXT)

COURSE and UNIVERSITY POLICIES

Late Work Policy

Scheduled assignments will not be accepted late, but they will be accepted early. You may submit/complete assignments anytime until the due date/time. As unexpected events sometimes interrupt our life plans, you should do your work earlier rather than later. Unexpected events could range from an old friend coming to town for a surprise visit for only one day to an illness that keeps you in bed for a

week or the death of a loved one. Since you know now when all the assignments are due, your lack of time management will not result in an extension. So, do not ask. You know what the answer will be.

Course Structure/Reading and Workload

It is critically important that you keep up with weekly readings and assignments, as there will not be time to catch up later. It also means that you should plan to work ahead on reading and viewing lectures notes as your schedule permits; in fact, some assignments require that you read ahead. The exact reading load will vary from week to week, and some chapters are a bit easier to digest than others, but in general, you should expect to spend at least one hour reading and taking notes on each assigned reading.

Protecting Your Work

I highly recommend that you make at least one electronic copy of everything you submit for the course, but two copies (in two separate locations - e.g., hard drive, jump drive, cloud drive) is preferable. Do not, under any circumstance, share your work with others. Sharing your work is equivalent to cheating under the Honor Code, and will result in a failing grade for the course.

Course Web Site, Technology Policy & Requirements

You need to know how to use the following technology in order to take this course: the internet, browsers, CourseDen. If you have questions about this, please contact Distance Education at 678.839.6248 or online@westga.edu . Distance Education has a 24-Hour Help: 1-855-772-0423 or search <http://D2Lhelp.view.usg.edu>

Login by visiting <http://www.westga.view.usg.edu>

Attendance Policy

For this class, students are not required to attend course, but I will keep attendance. Several of the assignments in the course depend on you being in-class and I will not give make-up opportunities for them. Further, if a student is not in attendance at least once in the first two weeks they may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and attending class on-time. You can view your attendance data by going to “Grades → Attendance” in the CourseDen menu.

Late attendees to class will be marked as absent and will not have the opportunity to complete any quizzes or minute papers that they may have missed. If an exam is being given in class, after the first student is finished and leaves the classroom, no late students will be admitted.

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 more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

Mental Health Support:

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

ELL Resources:

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

Health & Community Wellness Minor

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

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

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program
 Shared Core

If other, please identify.

72/431

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* Health & Community Wellness Minor

Program ID - DO 18
NOT EDIT*

Program Code - DO 18
NOT EDIT

Program Type*

Degree Type*

Program Description* Learn the foundational concepts of health promotion, personal fitness training, and wellness education and coaching through coursework covering prevention, health improvement and maintenance, and behavior change within diverse populations. A minor in Health and Community Wellness requires a total of 15 credit hours, including the minor prerequisite courses CMWL 2100 - Intro to Health and Community Wellness and PHED 2628 - First Aid and CPR for Education Majors. Students must complete CMWL 2100 and PHED 2628 with a grade of C or better and maintain a GPA of 2.0 as part of the required minor before taking any of the remaining four courses.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Program of Study:

CMWL 4100 Wellness Coaching

CMWL 3210 Principles of Nutrition

**CMWL 3220 Principles and Foundations of
Health Promotion, Education and Program
Evaluation**

**CMWL 3240 Current Issues and Trends in
Fitness and Wellness Leadership**

PHED 4501 Contemporary Health Issues

**PHED 4603 Advanced Concepts of Personal
Training**

CMWL 3304 Sexual Health & Wellness

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Based on survey data from current and past students there is an interest in medical terminology, sexual health and wellness, and healthcare leadership and policy. The addition of these classes to the Health and Community Wellness minor increases student learning and academic success. Also, students are given more course offerings to complete the minor.

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

SACSCOC Substantive Change


Please review the [Policy Summary and Decision Matrix](#)
Send questions to rakins@westga.edu.

Check all that apply to this program*

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

SACSCOC Comments N/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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


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

Program Map*

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

Assessment Plan*

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

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

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

OLD

Health and Community Wellness Minor (15 hours)

Required Prerequisites:

1. CMWL 2100: Introduction to Health and Community Wellness (2 hours)
2. PHED 2628: First Aid and CPR for Education Majors (1 hour)

Take four of the remaining courses below:

1. CMWL 4100: Wellness Coaching (3 hours)
2. CMWL 3210: Principles of Nutrition (3 hours)
3. CWML 3220: Principles and Foundations of Health Promotion and Education (3 hours)
4. CMWL 3240: Current Issues and Trends in Fitness and Wellness Leadership (3 hours)
5. PHED 4501: Contemporary Health Issues (3 hours)
6. PHED 4603: Advanced Concepts of Personal Training (3 hours)

New

Health and Community Wellness Minor (15 hours)

Required Prerequisites:

1. CMWL 2100: Introduction to Health and Community Wellness (2 hours)
2. PHED 2628: First Aid and CPR for Education Majors (1 hour)

Take four of the remaining courses below:

1. CMWL 4100: Wellness Coaching (3 hours)
2. CMWL 3210: Principles of Nutrition (3 hours)
3. CMWL 3220: Principles and Foundations of Health Promotion and Education (3 hours)
4. CMWL 3240: Current Issues and Trends in Fitness and Wellness Leadership (3 hours)
5. PHED 4501: Contemporary Health Issues (3 hours)
6. PHED 4603: Advanced Concepts of Personal Training (3 hours)
7. CMWL 3300: Medical Terminology (3 hours)
8. CMWL 3302: Healthcare Leadership & Policy (3 hours)
9. CMWL 3304: Sexual Health & Wellness (3 hours)

CMWL - 3300 - Medical Terminology

2022-2023 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/
Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

79/431

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*

CMWL

Course Number* 3300

Course Title* Medical Terminology

Long Course Title

Course Type*

Health and Community Wellness

Catalog Course Description*

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include origins (roots, prefixes, and suffixes), word building, abbreviations and symbols, and terminology related to human anatomy.

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 N/a

*

graduation.*

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to Health and Community Wellness (CMWL)

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter


Justification and Assessment

Rationale* Currently, Medical Terminology is not offered as a course option for students. This course is a requirement for many students interested in pursuing healthcare-related careers or for admission to professional graduate programs. Offering this course will increase student learning, academic achievement, and career development.

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

1. Explain the importance of medical terminology when documenting and communicating patient information
2. Identify the fundamental word structure of medical terminology and its component parts
3. Analyze medical terminology based on word structure
4. Describe the component parts that make up the body
5. Define common medical terms and abbreviations
6. Describe the organization and structure of the human body
7. Describe medical terminology related to body structures, functions, and disorders
8. Describe medical terminology related to mental health

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification 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.

Medical Terminology

CMWL 3300

3 Credits

Description

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include origins (roots, prefixes, and suffixes), word building, abbreviations and symbols, and terminology related to human anatomy.

Requisites

Prerequisites: Admission to Health & Community Wellness (CMWL)

Corequisites: None

Contact Information

Instructor: Kimberly Bingham, MS, EMT-P

In Person Office Hours: Monday, Wednesday: 11am-1pm; Walk-in

In Person Office: Coliseum 2043 (Carrollton campus)

Virtual Office Hours: Tuesday, Friday: 12-3pm; Appointment required.

Virtual Office: in [Google Meet \(https://meet.google.com/mrv-kdch-hvf?authuser=1\)](https://meet.google.com/mrv-kdch-hvf?authuser=1)

Google Meet joining info

Video call link: <https://meet.google.com/mrv-kdch-hvf> Or dial:

(US) +1 478-324-0050 PIN: 131 451 635#

Google number (receives text messages and phone calls): 770-847-6693

Email: CourseDen only

Meeting Times

Class Meeting Time & Location: **Face-to-face, hybrid, or fully online**

Materials

Medical Terminology: A Living Language, 7th Edition

Author: Bonnie F. Fremgen and
Suzanne S. Frucht

Publisher: Prentice Hall **ISBN:**
9780136873105

Availability: Online

This is a **required textbook** for the course.

Outcomes

Students will:

1. Explain the importance of medical terminology when documenting and communicating patient information
2. Identify the fundamental word structure of medical terminology and its component parts
3. Analyze medical terminology based on word structure
4. Describe the component parts that make up the body
5. Define common medical terms and abbreviations
6. Describe the organization and structure of the human body
7. Describe medical terminology related to body structures, functions, and disorders
8. Describe medical terminology related to mental health

Evaluation

This course uses a weighted grading system. [Click here for a grade calculator.](#) Students will be graded using the following scale: A =

100-89.5%

B = 89.4-79.5%

C = 79.4-69.5%

D = 69.4-59.5%

F = 59.4% and below

Category	% of total grade	Description
Quizzes	25%	Completed in CourseDen
Assignments	50%	Completed in CourseDen and in class
Final Exam	25%	Completed in CourseDen

Schedule

***All times are Eastern Standard Time.** Dates may change at the instructor's discretion. Any changes made to the class schedule will be announced in CourseDen in course announcements.

Always refer to CourseDen for specific due dates.

Module	Dates	Topic/ Reading Assignment	Assignment	Due
Start Here	Aug. 11-15	Welcome and Orientation	Get textbook Start Here Quiz	8/15 @ 11:59pm
		Drop/Add Ends	8/17 @ 11:59pm	
Week 1	Aug. 16-22	Chapter 1, 2	Quiz 1	8/16 @ 1pm 8/22 @ 11:59pm
Week 2	Aug. 23-29	Chapter 3, 4	Quiz 2 Homework 1	8/29 @ 11:59 p.m.
Week 3	Aug. 30-Sept. 5	Chapter 5, 6	Quiz 3 Homework 2	9/5 @ 11:59pm
Week 4	Sept. 6-12	No class - Labor Day		9/6
		Chapter 7, 8	Quiz 4 Homework 3	9/8 @ 1pm
Week 5	Sept. 13-19	Chapter 9,10	Quiz 5	9/19 @ 1pm
Week 6	Sept. 20-26	Chapter 11, 12	Homework 4	9/20 @ 1pm 9/26 @ 11:59pm
Week 7	Sept. 27-Oct. 3	Chapter 13	Final Exam	10/3 @ 11:59pm

* Course Policies and Resources

Roster Verification

In order to distribute Title IV funding (federal student aid), student attendance verification is required. Students will verify their attendance in the course by attending the class in person by **8/18**. **Students who do not meet this commitment will be dropped from the course.**

Late Work

Late work is not accepted for partial credit.

Due dates are listed on all quizzes to help students appropriately manage the workload of the class. Students may access and submit quizzes until **12/3 @ 11:59pm**.

In the event a student needs an extension, students will submit appropriate documentation to the **Absence Verification** dropbox in CourseDen (Assessments > Assignments > Absence Verification) **and notify the instructor** by CourseDen email. At that time, alternative arrangements may be made at the instructor's discretion but are not guaranteed.

If a student has a conflict with a deadline, it is his/her responsibility to contact the instructor before the assignment deadline.

If an unforeseen emergency has occurred, it is the student's responsibility to communicate with the instructor and provide written verification **within 1 week** of the date of the emergency.

The instructor retains the right to request third party documentation including but not limited to a physician's note, obituary, deployment papers, legal documents, or a note from UWG athletic department, advisor, or liaison.

Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Any violation of this policy will result in failing the course and an official report will be filed with the university.

Technology Needs for the Course

A computer with audio and video capabilities, an Internet connection, and a CourseDen compatible browser are necessary to support appropriate interactions for this course.

In addition, students are required to bring an electronic device with internet access to class every day.

All submitted assignments in this course will be submitted in an **approved format** (.doc, .xls, .pdf, .jpeg, .png) that is compatible with CourseDen. CourseDen does not support Apple word processing programs including Pages, Keynote, and Numbers. Any assignments submitted in an **unsupported format** will earn **0 points**.

The University of West Georgia, in coordination with Microsoft, offers Office 365 to all Faculty, Staff, and currently enrolled full-time students. [Click here to access Office 365 for free. \(https://www.westga.edu/its/client-services/microsoft-office-365.php\)](https://www.westga.edu/its/client-services/microsoft-office-365.php)

Sending an Email to Your Professor

Please use the following format when writing and sending emails to your professor.

Use CourseDen email. Include a **greeting**.

Include a **title** that reflects the reason for the email.

State the **name and section of the course** that you are currently taking.

If referencing an assignment, include the **specific name of the assignment**. Include an appropriate **closing**.

Video Assignments

Please adhere to the following guidelines when creating your video submissions.

Do's	Don'ts
Sit in a well-lit area.	Lay down in your bed.
Be close enough to the camera so someone can see the color of your eyes.	Stand far away.
Dress appropriately like you were attending a face-to-face class.	Wear something that you wouldn't wear to a face-to-face class.
Minimize background noise.	Play your favorite music in the background - save it for your car and TikTok.
Review your video before submission. Make sure your audio is clear and easy to hear.	Submit your assignment without watching it. If you can't be heard, you can't be graded!
Put concepts in your own words.	Read directly from a source that isn't your personal notes. Plagiarism isn't just in writing!

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 more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) 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>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [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.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses.

The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](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 his or her email.

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority. For the most recent information on coronavirus disease (COVID-19) visit:

[UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)

[Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html) [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

CMWL - 3302 - Healthcare Leadership & Policy

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

91/431

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*

CMWL

Course Number* 3302

Course Title* Healthcare Leadership & Policy

Long Course Title Healthcare Leadership and Policy

Course Type*

Health and Community Wellness

Catalog Course Description* A focus on the healthcare system in strategic planning, organizational structure, organizational performance, and organizational leadership. Emphasis will be placed on the application of best practice standards to the demands of the business environment and healthcare policy. This course prepares students to apply policy analysis tools and approaches to contemporary problems in healthcare.

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

If yes, indicate maximum number of credit hours N/a

Counting Separately
toward graduation? *

or 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 Admission to Health and Community Wellness (CMWL)

Is this a General
Education course? * Yes No

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

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

Status * Active-Visible Inactive-Hidden

Type of Delivery
(Select all that
apply) *

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

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

Grading *

Undergraduate
Standard Letter


Justification and Assessment

Rationale * This course was previously offered as a special topics course: CMWL 4685 Healthcare Leadership & Policy. This course will support the Health and Community Wellness degree program and minor program.

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

1. Identify how to engage in professional development to maintain and/or enhance proficiency and the components for successful leadership. Certified Health Education Specialist Competency [CHES] (CHES 8.3)
2. Execute strategic planning with appropriate stakeholders. (CHES 7.5)
3. Describe how to engage coalitions and stakeholders in addressing the health issues and planning advocacy efforts. (CHES 5.2)
4. Identify a current or emerging health issue requiring policy, systems, or environmental change and describe the process. (CHES 5.1)
5. Explain current practice in accordance with established ethical principles, theories, or frameworks. (CHES 8.1)
6. Evaluate coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees). (CHES 7.1)
7. Practice management of fiduciary and human resources. (CHES 7.3 & 7.4)
8. Determine factors that affect communication with the identified audiences, deliver the communication effectively and evaluate communication. (CHES 6.1, 6.2, 6.5, & 6.6)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

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

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

Fee Justification N/a

94/431

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.

OLD

Healthcare Leadership & Policy

CMWL-4685

Fall 2021 Section 02D 3 Credits 08/11/2021 to 12/10/2021 Modified 07/22/2021

Description

Special topics courses in this degree program explore subject areas at the leading edge in this field. Titles and descriptions of specific courses to be inserted at time of offering. Course may be repeated for credit up to 20 times.

Requisites

Prerequisites:

Community Health & Wellness CMWL

Corequisites:

Contact Information

Office Location: COLSM 2036

Telephone (direct): 678-839-3784

Telephone (department): 678-839-6530

Westga email: jbranden@westga.edu

Office Hours: Monday and Tuesday 11:00-2:00 or by appointment

Meeting Times

This course is a 94% hybrid/online course. There will be not location for this course.

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)
(https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)
(https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

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If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within 1 of
9

the College of Education, then you do NOT need to purchase a Tk20 account at this time.

If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

From the UWG Bookstore, then contact the [UWG Bookstore \(https://bookstore.westga.edu/\)](https://bookstore.westga.edu/) for more information regarding their refund policy.

From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage [here \(https://www.westga.edu/academics/education/tk20-system.php\)](https://www.westga.edu/academics/education/tk20-system.php). If you are a Community Health and Wellness minor, you do NOT need to purchase a Tk20 account at this time.

New Leadership for Today's Health Care Professional

Author: Rubino, Esparza, & Chassiakos

Publisher: Jones & Bartlett

Edition: 2nd

ISBN: 978-1284148640

□ Outcomes

Course Learning Outcomes:

- I. Identify how to engage in professional development to maintain and/or enhance proficiency and the components for successful leadership. (CHES 8.3)
- II. Demonstrate strategic planning with appropriate stakeholders. (CHES 7.5)
- III. Describe how to engage coalitions and stakeholders in addressing the health issues and planning advocacy efforts. (CHES 5.2)
- IV. Identify a current or emerging health issue requiring policy, systems, or environmental change and describe the process. (CHES 5.1)
- V. Explain current practice in accordance with established ethical principles, theories, or frameworks. (CHES 8.1)
- VI. Evaluate coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees). (CHES 7.1)
- VII. Practice management of fiduciary and human resources. (CHES 7.3 & 7.4)
- VIII. Determine factors that affect communication with the identified audiences, deliver the communication effectively and evaluate communication. (CHES 6.1, 6.2, 6.5, & 6.6)

□ Evaluation

Criteria

Grading Information and Policy

Students are graded using the following scale:

A = 445-400 points

B = 399-356 points

C = 355-311 points

D = 310-267 points

F = 266 or less points

Breakdown

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:
Syllabus Quiz		5pts	Answer Sheet	Course Den
Module Assignments	1-8	5 @ 10 pts (50)	Rubric	Course Den
Case Study	1-8	6 @ 10 pts (60)	Rubric	In class or Course Den
Chapter Quiz	1-8	14 @ 15 pts (210)	Answer Sheet	Course Den
Discussions	1-8	7 @ 10pts (70)	Rubric	Course Den
Final Exam	1-8	50	Rubric	Course Den

Assignments

Schedule

Mo	Date	End Date	Topic/Activity/Reading Assignment	Assignment Name and Due Date
	1/11	1/15	Orientation, Course introductions; professional dispositions, TK20, class expectations Start Here Folder	Syllabus Quiz & Flipgrid Introduction due by 11:59 p.m. on 1/17/21

1	8/16	8/29	<p>Module 1: A New Call for Leadership & Developing Healthcare Leaders</p> <p>Reading Assignment: Chapter 1 & 2</p>	<p>All Assignments due by 11:59 p.m. on 8/29/2021</p> <p>Chapter Quiz 1 & 2 Flipgrid Discussion Leadership Self Assessment</p>
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2	8/30	9/12	<p>Module 2: Culturally Competent Leaders & Professionalism</p> <p>Reading Assignment: Chapter 3 & 4</p>	<p>All Assignments due by 11:59 p.m. on 9/12/2021</p> <p>Quiz: Chapter 3 & 4 Flipgrid Discussion Case Study: Chapter 3 & 4</p>
3	9/13	9/26	<p>Module 3: Human Resources & building Successful Teams</p> <p>Reading Assignment: Chapter 5 & 7</p>	<p>All Assignments due by 11:59 p.m. on 9/26/2021</p> <p>Quiz: Chapter 5 & 7 Flipgrid Discussion Case Study: Chapter 7</p>
4	9/27	10/10	<p>Module 4: Strategic Thinking & Quality Initiatives</p> <p>Reading Assignment: Chapter 6 & 8</p>	<p>All Assignments due by 11:59 p.m. on 10/10/2021</p> <p>Quiz: Chapter 6 & 8 Flipgrid Discussion SWOT Analysis Worksheet</p>
5	10/11	10/24	<p>Module 5: Collaborative Leadership & Community Outreach</p> <p>Reading Assignment: Chapter 9 & 15</p>	<p>All Assignments due by 11:59 p.m. on 10/24/2021</p> <p>Quiz: Chapter 9 & 15 Flipgrid Discussion Emotional Intelligence Assessment Case Study: Chapter 15</p>

6	10/25	11/7	Module 6: Policy Reading Assignment: Public Policy, Public Health, and Health Policy Understanding the Role of and Conceptualizing Health Policy and Law	All Assignments due by 11:59 p.m. on 11/7/2021 Quiz: Policy Flipgrid Discussion Health Policy Assessment Health Policy Process
7	11/8	11/21	Module 7: Governance & Future Trends Reading Assignment: Chapter 14 & 17	All Assignments due by 11:59 p.m. on 11/21/2021 Quiz: Chapter 14 & 17 Flipgrid Discussion Case Study: Chapter 14

8	11/29	12/5	Module 8: Financial Considerations & Final Exam Reading Assignment: Chapter 12	All Assignments due by 11:59 p.m. on 12/5/2021 Quiz: Chapter 12 Case Study: Chapter 12 Final Exam
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□ Course Policies and Resources

Late Work:

It is the student's responsibility to ensure that all requirements are completed in a timely manner. Students are expected to turn in all work by the deadline given. However, to allow for illnesses and emergencies, partial credit will be given for late assignments. Each day late will result in a heavier point deduction. Assignments submitted **any time** after the 11:59 p.m. deadline will result in the deduction noted. There is no exception to this rule.

After 3 days, a grade of zero will be recorded for that assignment. **Quizzes, discussions, and the final exam will not be accepted late, therefore failure to complete these assignments will result in a zero.** Below is a list of point deductions per assignment per day late:

Assignment	1 day late	2 days late	3 days late
Assignments and Case Studies	-2 pts.	-4 pts.	-6 pts.

browser are necessary to support appropriate interactions for this course. UWG offers several computer labs on campus for students to use free of charge. You can find more information at Information Technology Services. CourseDen and any other distance education supplemental software that a specific instructor may wish to use is provided freely to all students at the UWG SITS center on front campus drive. All submitted assignments in this course will be submitted in an approved format (.doc, .xls, .pdf, .jpeg, .png) that is compatible with CourseDen. CourseDen does not support Apple word processing programs including Pages, Keynote, and Numbers. Any assignments submitted in an unsupported format will earn 0 points.

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog

Professional Conduct:

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, attendance, class participation, appearance, communication, ethics, responsiveness and reaction, participation and professional development. The professional dispositions rubric is posted in Course Den.

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- Be prepared for each class session.
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Be open and honest with your instructor

Cell phones on silent and put away- Using cell phone during class may result in an absence and dismiss from the class.

Cell phones and electronic equipment

The use of cell phones and computers, including texting and internet, is not permitted in this class, unless being used for a specific assignment. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside the classroom. Any non-class-related use of electronic devices (including doing homework for another class) is considered unprofessional and is not accepted in this class. If you are found using any electronic device for non-class-related purpose, you will be asked to leave the class and your attendance will be reported as an absence.

UWG Student Code of Conduct 2017-2018

https://www.westga.edu/administration/vpsa/assets/docs/2017_2018_Code_of_Conduct.pdf

3.0 DISRUPTIVE BEHAVIOR

3.1 Interfering with normal University sponsored activities, including, but not limited to, studying, teaching, research, campus events, University administration, student conduct proceeding, or public service activity, police, or emergency services.

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- Is open to hearing other's opinions and thoughts but still be willing to agree to disagree
- Is not dismissive to the instructor and other classmates
- Respects diversity

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Students can expect a response to an e-mail or voicemail within 48 hours. As for assignments, I will make every attempt to return them within 7-10 days, but the amount of feedback required may extend that time.

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College/School Policies

College of Education Vision

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

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

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

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and

responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

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.

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Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) 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>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [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.

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information#
(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](#).

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.

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COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority. For the most recent information on coronavirus disease (COVID-19) visit:

[UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)

[Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)

[Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

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Main Campus · College of Education · Sports Management, Wellness, and Physical Education

NEW

Healthcare Leadership & Policy

CMWL-3302

Fall 2021 Section 02D 3 Credits 08/11/2021 to 12/10/2021 Modified 07/22/2021

Description

A focus on the healthcare system in strategic planning, organizational structure, organizational performance, and organizational leadership. Emphasis will be placed on the application of best practice standards to the demands of the business environment and healthcare policy. This course prepares students to apply policy analysis tools and approaches to contemporary problems in healthcare.

Requisites

Prerequisites:

Community Health & Wellness CMWL

Corequisites:

Contact Information

Office Location: COLSM 2036

Telephone (direct): 678-839-3784

Telephone (department): 678-839-6530

Westga email: jbranden@westga.edu

Office Hours: Monday and Tuesday 11:00-2:00 or by appointment

Meeting Times

This course is a 94% hybrid/online course. There will be not location for this course.

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf) (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf) (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within 1 of 9 the College of Education, then you do NOT need to purchase a Tk20 account at this time.

If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

From the UWG Bookstore, then contact the [UWG Bookstore \(https://bookstore.westga.edu/\)](https://bookstore.westga.edu/) for more information regarding their refund policy.

From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage [here \(https://www.westga.edu/academics/education/tk20-system.php\)](https://www.westga.edu/academics/education/tk20-system.php). If you are a Community Health and Wellness minor, you do NOT need to purchase a Tk20 account at this time.

New Leadership for Today's Health Care Professional

Author: Rubino, Esparza, & Chassiakos

Publisher: Jones & Bartlett

Edition: 2nd

ISBN: 978-1284148640

Outcomes

Course Learning Outcomes:

I. Identify how to engage in professional development to maintain and/or enhance proficiency and the components for successful leadership, Certified Health Education Specialist Competency [CHES], (CHES 8.3)

II. Execute strategic planning with appropriate stakeholders. (CHES 7.5)

III. Describe how to engage coalitions and stakeholders in addressing the health issues and planning advocacy efforts. (CHES 5.2)

IV. Identify a current or emerging health issue requiring policy, systems, or environmental change and describe the process. (CHES 5.1)

V. Explain current practice in accordance with established ethical principles, theories, or frameworks. (CHES 8.1)

VI. Evaluate coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees). (CHES 7.1)

VII. Practice management of fiduciary and human resources. (CHES 7.3 & 7.4)

VIII. Determine factors that affect communication with the identified audiences, deliver the communication effectively and evaluate communication. (CHES 6.1, 6.2, 6.5, & 6.6)

□ Evaluation

Criteria

Grading Information and Policy

Students are graded using the following scale:

A = 445-400 points

B = 399-356 points

C = 355-311 points

D = 310-267 points

F = 266 or less points

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Breakdown

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:
Syllabus Quiz		5pts	Answer Sheet	Course Den
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Case Study	1-8	6 @ 10 pts (60)	Rubric	In class or Course Den
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□ Assignments

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

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in

diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

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

□ Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

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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>).

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Online Courses

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

accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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8 of 9

COVID-19

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[Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)

[Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

CMWL - 3304 - Sexual Health & Wellness

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

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

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College - School/
Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

114/431

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*

CMWL

Course Number* 3304

Course Title* Sexual Health & Wellness

Long Course Title

Course Type*

Health and Community Wellness

Catalog Course Description*

This course will explore the biological, psychological, and social influences of sexuality, wellness, and relationships. Topics covered are related to sexuality including biological sex, gender identity, orientation, behaviors, race, religion, and economics.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to Health and Community Wellness (CMWL)

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* Based on survey data from current and past Health and Community Wellness students, there is much interest in a course focused on sexual health and wellness. Its addition will strengthen the academic program and student learning outcomes. This course will support the Health and Community Wellness degree and minor.

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

1. Analyze the influence of race, gender, and economics on the cultural perceptions of sexuality.
2. Explore the influence of media, politics, and religion on sexual behaviors and wellness.
3. Explain the anatomy and physiology of the reproductive system.
4. Implement health and wellness skills including risk assessments and locating appropriate medical services and providers.
5. Summarize events, policies, and factors affecting the lesbian, gay, bisexual, queer, intersex, and asexual communities nationally and abroad.
6. Explain how minority groups have been victimized through sexual disease, sexual violence, and commercial sex.
7. Complete research-based writing activities and participate in discussions on the biological, psychological, and social influences of sexuality; these activities are designed to practice tolerance, respect, and active listening.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification 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.

Sexual Health & Wellness

CMWL 3304

3 Credits

Description

This course will explore the biological, psychological, and social influences of sexuality, wellness, and relationships. Topics covered are related to sexuality including biological sex, gender identity, orientation, behaviors, race, religion, and economics.

Requisites

Prerequisites: None

Corequisites: None

Contact Information

Instructor: Kimberly Bingham, MS, EMT-P

In Person Office Hours: Monday, Wednesday: 11am-1pm; Walk-in

In Person Office: Coliseum 2043 (Carrollton campus)

Virtual Office Hours: Tuesday, Friday: 12-3pm; Appointment required.

Virtual Office: [in Google Meet \(https://meet.google.com/mrv-kdch-hvf?authuser=1\)](https://meet.google.com/mrv-kdch-hvf?authuser=1)

Google Meet joining info

Video call link: <https://meet.google.com/mrv-kdch-hvf>

dial: (US) +1 478-324-0050 PIN: 131 451 635#

Google number (receives text messages and phone calls): 770-847-6693

Email: CourseDen only

Meeting Times

Class Meeting Time & Location: **Face-to-face, hybrid, or fully online**

Materials

Sexuality and Our Diversity Integrating Culture with the Biopsychosocial

Author: Marcus Tye

Publisher: FlatWorld

ISBN: 978-1-4533-3567-3

Availability: Online

Price: \$29.95

This is a **required textbook** for the course. The "Online Access" for \$29.95 is sufficient for the course but you may select the text format of your choice.

[Click to purchase the required textbook. \(https://students.flatworldknowledge.com/course/2595121\)](https://students.flatworldknowledge.com/course/2595121)

Outcomes

As a result of participating in Sexual Health and Wellness, students will:

- Analyze the influence of race, gender, and economics on the cultural perceptions of sexuality.
- Explore the influence of media, politics, and religion on sexual behaviors and wellness.
- Explain the anatomy and physiology of the reproductive system.
- Implement health and wellness skills including risk assessments and locating appropriate medical services and providers.
- Summarize events, policies, and factors affecting the lesbian, gay, bisexual, queer, intersex, and asexual communities nationally and abroad.
- Explain how minority groups have been victimized through sexual disease, sexual violence, and commercial sex.
- Complete research-based writing activities and participate in discussions on the biological, psychological, and social influences of sexuality; these activities are designed to practice tolerance, respect, and active listening.

Evaluation

This course uses a weighted grading system. [Click here for a grade calculator.](#) Students will be graded using the following scale:

A = 100-89.5%

B = 89.4-79.5%

C = 79.4-69.5%

D = 69.4-59.5%

F = 59.4% and below

Category	% of total grade	Description
Quizzes	25%	Completed in CourseDen
Journal Reflections	25%	Completed in CourseDen and in class
Exams	20%	Completed in CourseDen

Experiential Learning Experience	30%	Facilitate or participate in sexual health and wellness event.
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Assignments

Always refer to CourseDen for additional assignment details including criteria, point value, and due dates.

- Quizzes
 - Completed in CourseDen.
- Journal Reflections
 - Submitted in CourseDen.
 - Graded Pass/Fail.
 - Participation in associated class discussion is required to earn points.
 - The **lowest 2 scores are dropped.**
- Exams
 - Completed in CourseDen.
- Experiential Learning Experience (ELE)
 - Completed outside of the classroom.
 - May be completed individually or in a group.
 - Includes a final class presentation.

Schedule

Always refer to CourseDen for specific due dates.

Sexual Health and Wellness –Fall 2021				
*All times are Eastern Standard Time. Dates may change at the instructor's discretion. Any changes made to the class schedule will be announced in CourseDen in course announcements.				
Module	Dates	Topic/ Reading Assignment	Assignment	Due
Start Here	Aug. 11-15	Welcome and Orientation	Get textbook Start Here Quiz	8/15 @ 11:59pm
		Drop/Add Ends		8/17 @ 11:59pm
Week 1	Aug. 16-22	Chapter 1	Journal Reflection 1	8/16 @ 1pm
			Quiz 1	8/22 @ 11:59pm

Week 2	Aug. 23-29	Chapter 3	Journal Reflection 3	8/23 @ 1pm
Week 3	Aug. 30-Sept. 5	Chapter 3	Quiz 3	9/5 @ 11:59pm
Week 4	Sept. 6-12	No class - Labor Day		9/6
		Chapter 4	Journal Reflection 4	9/8 @ 1pm
Week 5	Sept. 13-19	Chapter 4	Quiz 4	9/19 @ 1pm
Week 6	Sept. 20-26	Chapter 5	Journal Reflection 5	9/20 @ 1pm
			Quiz 5	9/26 @ 11:59pm
Week 7	Sept. 27-Oct. 3	Chapter 6	Journal Reflection 6	9/27 @ 1pm
			Quiz 6	10/3 @ 11:59pm
			Midterm Exam	10/3 @ 11:59pm
Week 8	Oct. 4-10	Chapter 7	Journal Reflection 7	10/4 @ 1pm
		Last day to withdraw		10/6
Week 9	Oct. 11-17	Chapter 7	Quiz 7	10/17 @ 1pm
Week 10	Oct. 18-24	Chapter 10	Journal Reflection 10	10/18 @ 1pm
			Quiz 10	10/24 @ 11:59pm
Week 11	Oct. 25-31	Chapter 13	Journal Reflection 13	10/25 @ 1pm
			Quiz 13	10/31 @ 11:59pm
Week 12	Nov. 1-7	Chapter 15	Journal Reflection 15	11/1 @ 1pm
			Quiz 15	11/7 @ 11:59pm
Week 13	Nov. 8-14	Flex week		
Week 14-16	Nov. 15 - Dec. 3	ELE Presentations	Presentation	
		Thanksgiving Break		11/22 - 11/26

		ELE Presentations	Presentation Final Exam	12/3 @ 11:59pm
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* Course Policies and Resources

Roster Verification

In order to distribute Title IV funding (federal student aid), student attendance verification is required. Students will verify their attendance in the course by attending the class in person by **8/18**. **Students who do not meet this commitment will be dropped from the course.**

Late Work

- **Late work is not accepted** for partial credit.
- **Journal reflections and exams close on the due date and time** and will not be reopened unless an extension is granted.
- Due dates are listed on all quizzes to help students appropriately manage the workload of the class. Students may access and submit quizzes until **12/3 @ 11:59pm**.
- In the event a student needs an extension, students will submit appropriate documentation to the **Absence Verification** dropbox in CourseDen (Assessments > Assignments > Absence Verification) **and notify the instructor** by CourseDen email. At that time, alternative arrangements may be made at the instructor's discretion but are not guaranteed.
 - If a student has a conflict with a deadline, it is his/her responsibility to contact the instructor before the assignment deadline.
 - If an unforeseen emergency has occurred, it is the student's responsibility to communicate with the instructor and provide written verification **within 1 week** of the date of the emergency.
 - The instructor retains the right to request third party documentation including but not limited to a physician's note, obituary, deployment papers, legal documents, or a note from UWG athletic department, advisor, or liaison.

Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Any violation of this policy will result in failing the course and an official report will be filed with the university.

Technology Needs for the Course

A computer with audio and video capabilities, an Internet connection, and a CourseDen compatible browser are necessary to support appropriate interactions for this course.

In addition, students are required to bring an electronic device with internet access to class every day.

All submitted assignments in this course will be submitted in an **approved format** (.doc, .xls, .pdf, .jpeg, .png) that is compatible with CourseDen. CourseDen does not support Apple word processing programs including Pages, Keynote, and Numbers. Any assignments submitted in an **unsupported format** will earn **0 points**.

The University of West Georgia, in coordination with Microsoft, offers Office 365 to all Faculty, Staff, and currently enrolled full-time students. [Click here to access Office 365 for free.](https://www.westga.edu/its/client-services/microsoft-office-365.php) (<https://www.westga.edu/its/client-services/microsoft-office-365.php>)

Sending an Email to Your Professor

Please use the following format when writing and sending emails to your professor.

- Use CourseDen
- email.Include a **greeting**.
- Include a **title** that reflects the reason for the email.

- State the **name and section of the course** that you are currently taking.
- If referencing an assignment, include the **specific name of the assignment**.
- Include an appropriate **closing**.

Video Assignments

Please adhere to the following guidelines when creating your video submissions.

Do's	Don'ts
Sit in a well-lit area.	Lay down in your bed.
Be close enough to the camera so someone can see the color of your eyes.	Stand far away.
Dress appropriately like you were attending a face-to-face class.	Wear something that you wouldn't wear to a face-to-face class.
Minimize background noise.	Play your favorite music in the background - save it for your car and TikTok.
Review your video before submission. Make sure your audio is clear and easy to hear.	Submit your assignment without watching it. If you can't be heard, you can't be graded!
Put concepts in your own words.	Read directly from a source that isn't your personal notes. Plagiarism isn't just in writing!

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- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

Finance, B.B.A.

2022-2023 Undergraduate Revise Program Request

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

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

Is this a College of Education Program?* Yes No

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

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

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Finance, B.B.A.

Program ID - DO 18
NOT EDIT*

Program Code - DO 18
NOT EDIT

Program Type*

Degree Type*

Program Description* The B.B.A. program in finance provides students with a high-quality liberal arts based educational foundation so they can secure entry-level junior/staff positions in local, regional, or national organizations or continue studies at the master's level.

Accreditation: AACSB

Learning Goals

Bachelor of Business Administration (B.B.A.) Finance Majors are expected to meet the learning goals and objectives of the Richards College of Business.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Core Area A

(Grade of C or higher) must include:

**MATH 1111 College Algebra
[Right] (or)
MATH 1113 Precalculus**

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

**ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II**

B: 6 Hours

**ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics**

C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Business and Spreadsheet Analysis

Required Supporting Courses:

The following courses must be taken as electives if not taken to satisfy the Core requirements:

ECON 2105 Principles of Macroeconomics

ECON 2106 Principles of Microeconomics

ACCT 2101 Principles of Accounting I

ACCT 2102 Principles of Accounting II

[Before]and

MATH 1111 College Algebra

[Right] (or)

MATH 1113 Precalculus

[After] and

MATH 1413 Survey of Calculus

BUSA 2106 Legal and Ethical Environment of Business

CISM 2201 Foundations of Business and Spreadsheet Analysis

Finance

Courses required for the degree: 51 Hours

Business Core: 27 Hours

ABED 3100 Business Communication

CISM 3330 Management of Information Systems

ECON 3402 Statistics for Business I

ECON 3406 Statistics for Business II

FINC 3511 Corporate Finance

MGNT 3600 Management

MGNT 3615 Operations Management

MKTG 3803 Principles of Marketing

International Select

ECON 4450 International Economics

[Right] (or)

FINC 4521 International Finance

[Right] (or)

MKTG 4866 International Marketing

[Right] (or)

MGNT 4625 International Management

Major Courses: 24 Hours

All finance majors must take ACCT 3232 or ACCT 4202, FINC 4531, FINC 4541, FINC 4561 or FTA 4003, and MGNT 4660. (Students may get credit for either FINC 4561 or FTA 4003, but not both.) In addition, majors must take three FINC selectives, at least two of which must be FINC or FTA classes. Finally, students may wish to pursue a designated concentration in Financial Analytics, Corporate Analytics or Investment Analytics. In such instances, students will have required selectives associated with each concentration.

ACCT 3232 Managerial Accounting

[Right] (or)

ACCT 4202 Financial Statement Analysis

[After] and

FINC 4531 Intermediate Corporate Finance

FINC 4541 Investment Analysis

FINC 4561 Bank Management

[After] or

FTA 4003 Commercial Banking and FinTech

MGNT 4660 Strategic Management

General FINC Selectives

At least two selectives must be within the FINC or FTA designations. Students may get credit for either FINC 4561 or FTA 4003 but not both.

ECON 3460 Forecasting

ECON 4410 Money and Banking

ECON 4450 International Economics

FINC 4521 International Finance

FINC 4532 Problems in Corporate Finance

FINC 4542 Portfolio Management

FINC 4571 Derivative Markets

FINC 4585 Special Topics in Finance

ACCT 3212 Financial Reporting I

**ACCT 3251 Income Tax Accounting for
Individuals**

**ECON 3408 Introduction to Programming for
Analytics**

ECON 4408 Visual Analytics

**ECON 4475 Introduction to Econometrics
and Analytics**

FTA 4001 Foundations of FinTech

FTA 4002 Financial Technologies

FTA 4003 Commercial Banking and FinTech

**FTA 4005 Introduction to Financial Data
Analytics**

FTA 4100 Intro to Information Security

Financial Analytics Concentration

Students can obtain a concentration in Financial Analytics. In addition to FINC 4561 or FTA 4003, one of which is required for all Finance majors, students must also take FTA 4001 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Financial Analytics.

FTA 4001 Foundations of FinTech

[After] and two of:

FTA 4002 Financial Technologies

**FTA 4005 Introduction to Financial Data
Analytics**

FTA 4100 Intro to Information Security

**ECON 3408 Introduction to Programming for
Analytics**

ECON 4408 Visual Analytics

**ECON 4475 Introduction to Econometrics
and Analytics**

Investment Analytics Concentration

Students can obtain a concentration in Investment Analytics. In addition to FINC 4541, which is required for all Finance majors, students must also take FINC 4542 or FINC 4571 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Investment Analytics. (Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4542 Portfolio Management

[After] or

FINC 4571 Derivative Markets

[After] and two of

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

FTA 4001 Foundations of FinTech

FTA 4002 Financial Technologies

FTA 4003 Commercial Banking and FinTech

FTA 4005 Introduction to Financial Data Analytics

FTA 4100 Intro to Information Security

Corporate Analytics Concentration

Students can obtain a concentration in Corporate Analytics. In addition to FINC 4531, which is required for all Finance majors, students must also take FINC 4532 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Corporate Analytics. (Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4532 Problems in Corporate Finance

[After] and two of

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

FTA 3860 Emerging Payment Technologies

FTA 4100 Intro to Information Security

Electives: 9 Hours

At least three hours of electives must be in the RCOB

Total: 120 Hours

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We propose offering concentrations in Financial Analytics, Corporate Analytics, and Investment Analytics. Computers and Artificial Intelligence are becoming increasingly important in all aspects of business. Using online financial technology courses developed by other USG institutions, we can broaden the set of analytic skills of our students and make them more marketable in a high demand field. Each concentration requires traditional coursework as a base and then augments it with more specialized technical and data analytic courses. There will be no need for additional resources since the courses are already developed and on the books.

the courses are already developed and on the books.

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

There are no changes to the Program Learning Outcomes and the existing assessment plan is sufficient.

SACSCOC Substantive Change

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


Send questions to rakins@westga.edu.

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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


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

Program Map*

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

Assessment Plan*

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

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

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

2020 – 2021 Program Map – BBA Finance

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1111 or 1113: College Algebra or Precalculus	3	CISM 2201: Foundations of Computer Applications	3
Area B1: Written and Oral Communication	3	Area D1: Natural Science w/ Lab	4
ECON 2105: Principles of Macroeconomics	3	MATH 1413: Survey of Calculus	3
Area B2	2	ECON 2106: Principles of Microeconomics	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 with C or better. • Complete Math 1111 or MATH 1113 with a C or higher. 		<ul style="list-style-type: none"> • Complete ENGL 1102 with C or higher. • Complete Lab Science. • Complete Area D2 Math. • Earn at least 30 total credit hours after year 1. • Complete CISM 2201, ECON 2105 & 2106 after year 1. 	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C2: Humanities	3	Free Elective	3
Area D1: Approved Natural Science	3	Area E4: Social Science	3
POLS 1101: American Government	3	ACCT 2102: Principles of Accounting II	3
ACCT 2101: Principles of Accounting I	3	Area C1: Fine Arts	3
HIST 2111 or HIST 2112: US History I (to 1865) or US History II (since 1865)	3	HIST 1111 or HIST 1112: Survey of World History/Civilization I or Survey of World History/Civilization II	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Non-lab science. • Earn 2.00 GPA or above in Core F – Major Specific Courses. • Major Status Achieved – Complete ENGL 1101, MATH 1111 or 1113, MATH 1413, ACCT 2101, ECON 2105 or ECON 2106, have a minimum 2.00 GPA with at least 45 earned credit hours. 		<ul style="list-style-type: none"> • Earn 2.00 GPA or above in Core F – Major Specific Courses. • PWLA courses will not apply towards electives. • Earn at least 60 total credit hours after year 2. 	

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

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

Student Online Resources:

- www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
BUSA 2106: Legal and Ethical Environment of Business	3	ABED 3100: Business Communication	3
CISM 3330: Management of Information Systems	3	ECON 3406: Statistics for Business II	3
ECON 3402: Statistics for Business I	3	MGNT 3600: Management	3
FINC 3511: Corporate Finance	3	FINC 4531: Intermediate Corporate Finance	3
ACCT 3232 or ACCT 4202: Managerial Accounting or Financial Statement Analysis	3	Finance Selective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Complete Core A – F. Earn 2.00 GPA or above in Core F – Major Specific Courses. Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. Complete FINC 3511 with C or higher. 		<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. PWLA courses will not apply towards electives. Finance Selective – FINC 4521, FINC 4532, FINC 4542, FINC 4571, FINC 4585 Earn at least 90 total credit hours after year 3. 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MGNT 3615: Operations Management	3	International Selective	3
MKTG 3803: Principles of Marketing	3	FINC 4561: Bank Management or FTA 4003	3
FINC 4541: Investment Analysis	3	Approved Selective	3
Finance Selective	3	MGNT 4660: Strategic Management	3
RCOB Elective	3	Free Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. Finance Selective – FINC 4521, FINC 4532, FINC 4542, FINC 4571, FINC 4585 RCOB Elective must be a three-credit hour additional business course. PWLA courses will not apply towards electives. 		<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. International Selective options – FINC 4521, ECON 4450, MGNT 4625, or MKTG 4866. FINC 4561 only offered during spring and summer semesters. Approved Selective – FINC 4521, FINC 4532, FINC 4542, FINC 4571, FINC 4585, ECON 3408, ECON 3460, ECON 4408, ECON 4410, ECON 4450, ECON 4475, ACCT 3212, ACCT 3251, FTA 3810, FTA 3850, FTA 3860, FTA 4001, FTA 4002, FTA 4003, FTA 4005, FTA 4100. At least two of the courses must be in FINC or FTA. Students may not get credit for both FINC 4561 and FTA 4003. PWLA courses will not apply towards electives Earn at least 120 total credit hours after year 4 	

GFA - 1040 - Intro Film & TV Post-Prod

2022-2023 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*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - 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 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*

GFA

Course Number* 1040

Course Title* Intro Film & TV Post-Prod

Long Course Title Introduction to Film and Television Post-Production

Course Type*

Georgia Film Academy

Catalog Course Description* This course is the first of an 18-credit hour certification in "Film & Television Post-Production." Students will operate various professional non-linear editing (NLE) systems, with a focus on practical skills and essential knowledge of editing, including file management, footage logs, timecodes, proxies, edit decision lists (EDLs), synchronization, transitions, simple effects, basic audio mixing and file exports. Additionally, students will explore the terminology, department hierarchy, history and theory of editing and sound design through topics such as continuity style, montage, juxtaposition of images, development of sound design, and linear and flat-bed editing. Students will also develop an understanding and awareness of current post-production industry standards and workflow practices. This course is the prerequisite for ALL other GFA courses in the "Film & Television Post-Production" Certification Pathway.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

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?
3

Grading* Undergraduate Standard Letter


Justification and Assessment

Rationale* GFA 1500 is the first required course in the new Film & Television Post-Production Certification Pathway. We have new programs that are being developed that will include this new certificate pathway including a new nexus degree. Additionally, UWG has existing programs, like the BIS degree, in which the certificate pathway can be embedded. For these programmatic reasons, we are adding this course to our catalog.

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

OBJECTIVE 1 - Describe the purpose and history of picture and sound editing in the context of professional film and television production.
OBJECTIVE 2 - Describe the basic process of post-production from ingestion to export.
OBJECTIVE 3 - Demonstrate understanding of post-production terminology in relation to processes and assets.
OBJECTIVE 4 - Demonstrate basic project file management and organization.
OBJECTIVE 5 - Create a finished video editing project.

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* 10 - 20

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

If yes, what will the fee be?* 0

Fee Justification No fees

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.



GEORGIA FILM®
ACADEMY

**GEORGIA FILM ACADEMY – 1040
INTRODUCTION TO FILM & TELEVISION POST-PRODUCTION
COURSE SYLLABUS**

Credits: 6

Prerequisites: None

Instructor: XXX

Email: XXX

Office Phone: XXX

Classroom: Online with D2L; In-Person at XXX

Section: X

Semester: XXX

Day/Time: XXX

Office Hours: by appointment

Recommended Text:

In the Blink of an Eye: A Perspective on Film Editing, 2nd Edition ISBN-13: 978- 1879505629

Materials Required:

1. 1 TB Thunderbolt Hard drive (provided by GFA)
2. Stock Footage Media (provided by GFA)
3. Headphones
4. Laptop or desktop computer (PC or Mac) with Internet Access
 - Computer system MUST meet the following technical specifications:
 - 2.3 GHz processor
 - 8 GB of Memory (RAM)
 - 256 GB of storage
 - At least 25 MBPS Internet service
 - Graphics Card with ability to view 1280 X 720 resolution
 - Webcam and microphone for Zoom calls
 - The latest version of QuickTime player should be installed

COURSE GOAL

GFA 1040: Introduction to Post-Production trains students in the essential system operations and technical functions of non-linear editing platforms used in professional film and television post-production. Students perform practical exercises in alignment with fundamental skills for developing careers in professional post-production.

COURSE DESCRIPTION

This course is the first of an 18-credit hour certification in “Film & Television Post-Production.” Students will operate various professional non-linear editing (NLE) systems, with a focus on practical skills and essential knowledge of editing, including file management, footage logs, timecodes, proxies, edit decision lists (EDLs), synchronization, transitions, simple effects, basic audio mixing and file exports. Additionally, students will explore the terminology, department hierarchy, history and theory of editing and sound design through topics such as continuity style, montage, juxtaposition of images, development of sound design, and linear and flat-bed editing. Students will also develop an understanding and awareness of current post-production industry standards and workflow practices. This course is the prerequisite for **ALL** other GFA courses in the “Film & Television Post-Production” Certification Pathway.

The class includes creative video editing projects on various NLE systems that require the usage of the practical skills learned. The second project will utilize Avid editing programs, working with the industry-standard software.

GFA 1040 is offered as a hybrid course, with weekly synchronous instruction in online and in-person environments, with demonstrations and practical application exercises, as scheduled.

GFA FILM & TELEVISION POST-PRODUCTION CERTIFICATION

In order to achieve your Georgia Film Academy Film & Television Post-Production Certification, you must successfully complete 18 credit hours of GFA courses from the following options:

GFA 1040 Introduction to Film & Television Post-Production = 6 credits **(REQUIRED)**

PLUS

GFA Film & Television Post-Production Specialty Craft Course
Prerequisite – GFA 1040

PLUS

GFA 2000 Film, Television & Digital Entertainment Internship **OR** GFA 4000 Film, Television & Digital Entertainment Apprenticeship = 6 credits **(**by application and acceptance only**)**
Prerequisite – GFA 1040 + one Post-Production Specialty Craft Course

AND/OR

(additional) GFA Film & Television Post-Production Specialty Craft Course(s)

GFA Film & Television Post-Production Specialty Craft Courses (prerequisite GFA 1040):

- GFA 2040 Fundamentals of Editing with Avid Media Composer 100 **OR** GFA 3040 Introduction to Editing with Avid Media Composer 100 = 6 credits
- GFA 2140 Fundamentals of Sound Design with Avid Pro Tools 100 **OR** GFA 3140 Introduction to Sound Design with Avid Pro Tools 100 = 6 credits

- GFA 4040 Advanced Editing with Avid Media Composer 200 (prerequisite: GFA 2040 OR 3040) = 6 credits
- GFA 4140 Advanced Sound Design with Avid Pro Tools 200 (prerequisite: GFA 2140 OR GFA 3140) = 6 credits

****NOTE: not all institutions offer all courses. Check the listings at your home institution.**

GFA FILM, TELEVISION & DIGITAL ENTERTAINMENT INTERNSHIP (GFA 2000) OR APPRENTICESHIP (GFA 4000)

The GFA Film, Television & Digital Entertainment Internship or Apprenticeship course will focus on professional-level productions, on which students will have roles in on-set, pre-production, post-production, digital entertainment, Esports and/or game development crafts, depending on the student's certification pathway, as well as ancillary industries. This course will provide students with techniques to improve their skills in "real world" productions and entertainment industry businesses, add to their resumes and facilitate networking opportunities. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

The GFA Film, Television & Digital Entertainment Internship or Apprenticeship Course is a competitive program dictated by the amount of available internship/apprenticeship opportunities.

- Internships/Apprenticeships are NOT guaranteed to anyone.
- The number of opportunities will always be dictated by the industry need.
- The types of Internships/Apprenticeships will always be dictated by the production and their stated needs.
- Students who successfully complete GFA 1040 with a "B" or above AND a Specialty Craft Course with a "B" or above are eligible to apply for the Internship/Apprenticeship course. In certain circumstances, a grade of "C" will be sufficient to attain an internship/apprenticeship.
- Students will be evaluated during GFA 1040 and their Specialty Craft Course(s), using a standardized and objective assessment tool announced on the first day of the course. This evaluation form is included at the end of each syllabus.
- After students have completed GFA 1040 and at least one Specialty Craft Course, they may fill out an application for the Internship/Apprenticeship for the upcoming semester.* After the applications are processed, students will be notified whether they are eligible to register for the Internship/Apprenticeship course for the following semester.
- Students must apply for the Internship/Apprenticeship course the semester before they intend on taking the Internship/Apprenticeship course. For example, if a student wanted to take the Internship/Apprenticeship in the Fall semester, they would apply during the Summer semester.
- If a student is not selected for the Internship/Apprenticeship course during their desired semester, they can reapply for a future semester.
- If a student is selected for the Internship/Apprenticeship course but chooses not to register, their acceptance will not carry over into future semesters. The student would need to reapply if they wish to take the Internship/Apprenticeship in a future semester.
- Students can still earn a GFA Certification without taking the Internship/Apprenticeship course simply by successfully completing two Specialty Craft Courses.

- Students who earn their GFA Film & Television Post-Production Certification with two Specialty Craft Courses may still apply for the Internship/Apprenticeship course for a future semester.
- *For degree-seeking students, the GFA and all our partner institutions have agreed that the best time to take the Internship/Apprenticeship course, should a student qualify, is **during their final semester or the semester immediately after graduation**. Students should check with their home institutions on any specific policies regarding Internship/Apprenticeship course registration and timing.

For more information, please visit:

<https://www.georgiafilmacademy.org/internships>

METHODS OF INSTRUCTION

GFA 1040 is a hands-on course that provides access to state-of-the-art post-production facilities with live instruction for practical application. The class may be taken in-person with face-to-face instruction, or online-only via teleconference. GFA provides in-person and remote access to editing systems available to students during class and off-hours. Supplemental lectures, discussions, assignments and assessments may be provided in an online format. Assignments may include both individual and group work, assigned readings, written essays, research, guest speakers, field trips and tests.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Describe the purpose and history of picture and sound editing in the context of professional film and television production.

OBJECTIVE 2 - Describe the basic process of post-production from ingestion to export.

OBJECTIVE 3 - Demonstrate understanding of post-production terminology in relation to processes and assets.

OBJECTIVE 4 - Demonstrate basic project file management and organization.

OBJECTIVE 5 - Create a finished video editing project.

GRADING CRITERIA

1) Written Tests – 40%

- Midterm Written Test (20%)
- Final Written Test (20%)

2) Assignments, participation and exercises – 15%

- Classes have a practical component in which students demonstrate their learning through performing/presenting learned skills in group and individual activities, both in-class and through homework.

- Participation includes attentiveness, discussion in class and the workshop, teamwork and professionalism. The grade will be based on the “Rubric for Instructor Evaluation of Student” used for Internship/Apprenticeship consideration, to be found below.
- Important note: No late work will be accepted. This course will reflect industry professional practices.

3) Quizzes – 15%

Each week you will be required to complete an online quiz, at the Instructor’s discretion. The quizzes are designed to review the week’s lessons and prepare students for success with operating the NLE systems.

4) Creative Editing Projects – 30%

- **Movie Trailer Project (15%)**
 - Due before the Midterm Exam
 - Footage will be provided
 - Rubric for Grading provided below
- **Narrative Scene Project (15%)**
 - Due before the Final Exam
 - Footage will be provided
 - Rubric for Grading provided below
- **Important note:** No late work will be accepted, as a reflection of industry professional practices.

CREATIVE EDITING PROJECT(S)

The creative editing project(s) may include a music video and/or a narrative scene, at the Instructor’s discretion, based on the current skill level of students. All projects will use the same Grading rubric.

Grading:

- 40% = Technical Execution, demonstrating the appropriate use of Avid software, including ingesting footage, preparation of dailies, media management, picture editing, audio mixing, audio effects, visual effects, color correction, and digital file delivery.
- 30% = Professional Execution, demonstrating the ability to complete assignments on deadlines, use industry terminology and practices, implement feedback, research methodologies and develop new practices.
- 30% = Creative Execution, demonstrating an understanding of theory, historical context, narrative structure, pacing, point of view, and developing a creative voice.

COURSE WEIGHTS:

Exams =	40%
Assignments, Participation & Exercises =	15%
Quizzes =	15%
Creative Editing Projects =	30%

TOTAL 100%

Grades will be assigned according to the following scale:

A = 90 - 100	D = 60 - 69
B = 80 - 89	F = 59 and below
C = 70 - 79	

Students who receive a grade of D, F, U, W or WF three times for the same course will be prohibited from retaking the course.

In order for a student to receive course credit, the final weighted average of all course assessments must be 70 percent, "C." However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of "F."

In order for a student to be considered for an internship/apprenticeship position, the final weighted average of all course assessments must be at minimum 80 percent, "B." In certain circumstances, a grade of "C" will be sufficient to attain an internship/apprenticeship.

COURSE CALENDAR

NOTE: This schedule and outline is intended to give students guidance in what may be covered during the course, and is subject to change. The Instructor reserves the right to modify and augment materials as needed, and to cover the course topics at the Instructor's discretion. All changes will be discussed with the class beforehand.

LESSON ONE: INTRODUCTION

- Intro to Class and review media kit.
- Lecture: A brief history editing from cutting on flatbeds to nonlinear, software-based editing.
- Hierarchy and job responsibilities in post-production department
- Workflow and technical process for post-production
- Lesson: Tour of the Non-Linear Editing (NLE) Interface

LESSON TWO: MONTAGE

- Lecture: Montage – a collision of images
- Lesson: Setting up a project and organizing a project
 - Importing media working with proxy media
 - Synchronizing audio and video clips
- Assignment: Weekly Quiz #1
- Assignment: Import Movie Trailer Project footage

LESSON THREE: BASIC EDITING TECHNIQUES

- Lecture: Cutting a movie trailer
- Lesson: Basic editing tools and techniques
 - drag n' drop

- keyboard editing
- Assignment: Weekly Quiz #2
- Assignment: Rough cut Movie Trailer Project

LESSON FOUR: TIMECODE

- Lecture: What is timecode?
- Lesson: Advanced editing techniques
 - nesting and trim
 - working with multicam footage
- Assignment: Weekly Quiz #3
- Assignment: Refine Movie Trailer Project edit

LESSON FIVE: PICTURE LOCK

- Lecture: What is “Picture Lock” and what happens after?
- Lesson: Finishing processes
 - Sound editing and sound design techniques
 - Adjusting the volume of sound elements in your timeline and mixing
 - Adding transition effects and motion effects
 - Using color grading tools to adjust brightness, contrast, and color temperature
- Assignment: Weekly Quiz #4
- Review Quiz: Historical Context

LESSON SIX: TITLING AND GRAPHICS

- Lesson: Titling and Graphics in NLE
 - Creating titles
 - working with graphics
 - Incorporating software like Photoshop, Illustrator, After Effects
- Assignment: Weekly Quiz #5
- Review Quiz: Terminology

LESSON SEVEN: EXPORTING

- Lesson: Exporting
 - Process for exporting video
 - File types and codecs
 - Round-tripping to other software platforms
 - Sound export techniques
- Export Movie Trailer Project
- Review for Midterm Exam
- Due: Movie Trailer Project

LESSON EIGHT: MIDTERM

- Midterm Exam
- Critiques of Movie Trailer Project

LESSON NINE: INTRODUCTION TO AVID MEDIA COMPOSER

- Lecture: Classical Continuity Editing

- Lesson: Introduction to Avid Media Composer
 - Setting up a project
 - Inputting media
- Remote Access to Avid systems
- Assignment: Weekly Quiz #6
- Assignment: Ingest footage for Narrative Project

LESSON TEN: BASIC EDITING TECHNIQUES IN AVID MEDIA COMPOSER

- Lecture: What is frame rate?
- Lesson: Basic editing tools in Avid
 - Using Segment Tool Splice, Overwrite, Life, and Extract
- Assignment: Weekly Quiz #7
- Assignment: Rough cut of Narrative Scene Project

LESSON ELEVEN: RESOLUTION AND ASPECT RATIO

- Lecture: What are resolution and aspect ratio?
- Lesson: Advanced editing techniques.
 - Ripple Trim
 - Dual Roller Trim
 - Overwrite Trim
- Assignment: Weekly Quiz #8
- Assignment: Refine Narrative Scene Project

LESSON TWELVE: SOUND WITH AVID PRO TOOLS

- Lecture: Sound helps tell the story
- Lesson: Round tripping sound files to Pro Tools and back
- Assignment: Weekly Quiz #9
- Assignment: Add sound effects and music to your Narrative Scene Project.

LESSON THIRTEEN: COLOR GRADING

- Lecture: What is color grading and what does a colorist do?
- Lesson: Finishing in Avid
 - Quick Transition Tool
 - Adding color effects
 - Introduction to Avid Titler+
- Assignment: Weekly Quiz #10
- Assignment: Finish up Narrative Scene Project

LESSON FOURTEEN:

- Lesson: Export Narrative Scene Project
- Review for Final Exam
- Due: Narrative Scene Project

LESSON FIFTEEN:

- Final Exam
- Critiques of Narrative Scene Project

LESSON SIXTEEN:

- Lecture: Careers in Post-Production.
 - Staying current in technology
 - Guidance to further develop your skills
 - Networking
 - Resumes and reels

GFA CLASS POLICIES

- 1. Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**
- 2. All students must remain in GFA campus-designated areas only and are restricted from all other areas on site at film studios.**
- 3. Students on campuses located at film studios may be issued badges and should have those badges with them at all times they are on location.**

Violations of GFA Class Policies may result in immediate dismissal from class or removal from the GFA Program.

ATTENDANCE

Students are expected to be punctual and attend all classes for which they are registered. Instructors will keep an accurate record of class attendance. Students anticipating an absence or tardy should contact the instructor in advance or provide notification as soon as possible. It is the responsibility of the student to account for instructional time missed and to seek permission for make-up work at the discretion of the instructor. If the student does not attend classes, submit assignments, or, when applicable, contact instructors in a timely manner (either in person, phone, or e-mail), a failing grade(s) may be issued.

Students are given in-class attendance/participation assignments that cannot be made up if absent.

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week for six hours, you cannot miss more than 2 class sessions and pass the course. If your class meets two days a week for three hours, you cannot miss more than 3 class sessions and pass the course.

**THE FOLLOWING EVALUATION IS USED TO ASSIST IN DETERMINING
POSSIBLE INTERNSHIP/APPRENTICESHIP PLACEMENT**

INSTRUCTOR EVALUATION OF STUDENT

NAME OF STUDENT: _____

INSTITUTION: _____ **SEMESTER:** _____

COURSE & INSTRUCTOR: _____

GRADE: _____ **# OF ABSENCES:** _____ **# OF TARDIES:** _____

On a scale 1 (Poor) to 5 (Excellent):

How would you rate the student's in-class performance and participation?

1 2 3 4 5

How would you rate the student's performance in demonstrating post-production skills?

1 2 3 4 5

How would you rate the student's communication, both written and verbal?

1 2 3 4 5

How would you rate the student's demonstration of professionalism?

1 2 3 4 5

How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 2 3 4 5

How would you rate the student's overall work ethic, as demonstrated in class and during lab exercises?

1 2 3 4 5

POINT TOTAL: _____

Instructor's Final Evaluation

Recommend Consider Neutral Discourage Strongly Discourage

Instructor's Notes: _____

RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT

Question 1: How would you rate the student's in-class performance and participation?

1 (Poor)

- The student consistently arrives late for class
- The student consistently arrives unprepared for class activities
- The student consistently submits homework late, or not at all
- The student does not demonstrate an interest in mastering tasks
- The student does not participate in class activities

2 (Below Average)

- The student sometimes arrives late for class
- The student sometimes arrives unprepared for class
- The student sometimes submits homework late, or not at all
- The student only occasionally demonstrates an interest in mastering tasks
- The student only occasionally participates in class activities

3 (Average)

- The student regularly arrives on time for class
- The student regularly arrives prepared for class activities
- The student regularly submits homework on time
- The student regularly applies themselves to learning skills
- The student regularly volunteers for class activities

4 (Above Average)

- The student always arrives on time for class
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student often assists others in mastering tasks
- The student often undertakes tasks of their own initiative
- The student consistently volunteers for class activities

5 (Excellent)

- The student always arrives on time for class, or early
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student consistently assists others in mastering tasks
- The student consistently undertakes tasks of their own initiative
- The student always volunteers for class activities

Question 2: How would you rate the student's performance in demonstrating post-production skills?

1 (Poor)

- The student does not display basic project management and organization skills
- The student does not demonstrate understanding of post-production workflows
- The student does not demonstrate basic skills or understanding of editing fundamentals in Avid Media Composer
- The student does not demonstrate basic skills or understanding of effects fundamentals in Avid Media Composer

- The student does not demonstrate basic skills or understanding of finishing, export, and archival of a project
 - The student has not improved their overall post-production skill set during the course
- 2 (Below Average)
- The student demonstrates moderate project management and organization skills
 - The student demonstrates moderate skill in post-production workflows
 - The student demonstrates moderate skills with editing fundamentals in Avid Media Composer
 - The student demonstrates moderate skills with effects fundamentals in Avid Media Composer
 - The student demonstrates moderate skill in finishing, export, and archival of a project
 - The student has somewhat improved their overall post-production skill set during the course
- 3 (Average)
- The student demonstrates adequate project management and organization skills
 - The student demonstrates adequate skill in post-production workflows
 - The student demonstrates an understanding of the role of an assistant editor on a film or episodic production
 - The student demonstrates adequacy with editing fundamentals in Avid Media Composer
 - The student demonstrates adequacy with effects fundamentals in Avid Media Composer
 - The student demonstrates adequacy in finishing, export, and archival of a project
 - The student has improved their overall post-production skill set during the course
- 4 (Above Average)
- The student demonstrates competency in basic project management and organization
 - The student demonstrates competency with post-production workflows
 - The student demonstrates an understanding of the role of an assistant editor on a film or episodic production
 - The student demonstrates competency with editing fundamentals in Avid Media Composer
 - The student demonstrates competency with effects fundamentals in Avid Media Composer
 - The student demonstrates competency in finishing, export, and archival of a project
 - The student has substantially improved their overall post-production skill set during the course
- 5 (Excellent)
- The student demonstrates mastery of basic project management and organization
 - The student demonstrates mastery of post-production workflows
 - The student demonstrates an understanding of the role of an assistant editor on a film or episodic production
 - The student demonstrates mastery of editing fundamentals in Avid Media Composer
 - The student demonstrates mastery of effects fundamentals in Avid Media Composer
 - The student demonstrates mastery of finishing, export, and archiving a project
 - The student has substantially improved their overall post-production skill set during the course

Question 3: How would you rate the student's communication, both written and verbal?

- 1 (Poor)
- The student's written communication rarely or never demonstrates clarity
 - The student's written communication rarely or never demonstrates accuracy
 - The student rarely or never participates positively during in class discussions
 - The student's verbal communication rarely or never demonstrates clarity
 - The student's verbal communication rarely or never demonstrates accuracy
 - The student's verbal communication rarely demonstrates appropriate politeness with instructor
 - The student's verbal communication rarely demonstrates appropriate politeness when interacting with or collaborating with other students
- 2 (Below Average)

- The student's written communication only occasionally demonstrates clarity
- The student's written communication only occasionally demonstrates accuracy
- The student only occasionally participates positively during in class discussions
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness with instructor
- The student's verbal communications only occasionally demonstrate appropriate politeness when interacting with or collaborating with other students

3 (Average)

- The student's written communication consistently demonstrates clarity
- The student's written communication consistently demonstrates accuracy
- The student often participates positively during in class discussions
- The student's verbal communication consistently demonstrates clarity
- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

4 (Above Average)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student almost always participates positively during in class discussions
- The student's verbal communication almost always demonstrates clarity
- The student's verbal communication almost always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student always participates positively during in class discussions
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

Question 4: How would you rate the student's demonstration of professionalism?

1 (Poor)

- The student rarely or never demonstrates a respectful interaction with other students
- The student rarely or never demonstrates a respectful interaction with the instructor
- The student rarely or never treats the school's equipment with proper care
- The student rarely or never treats the school's facilities with proper care

2 (Below Average)

- The student only occasionally demonstrates a respectful interaction with other students
- The student only occasionally demonstrates a respectful interaction with the instructor
- The student only occasionally treats the school's equipment with proper care
- The student only or occasionally the school's facilities with proper care

3 (Average)

- The student consistently demonstrates a respectful interaction with other students
- The student consistently demonstrates a respectful interaction with the instructor
- The student consistently treats the school's equipment with proper care
- The student consistently treats the school's facilities with proper care

4 (Above Average)

- The student always demonstrates a respectful interaction with other students
- The student occasionally assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student occasionally assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student occasionally assists faculty and staff with facility maintenance

5 (Excellent)

- The student always demonstrates a respectful interaction with other students
- The student consistently assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student consistently assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student consistently assists faculty and staff with facility maintenance

Question 5: How would you rate the student's commitment to the industry, in terms of learning standards and technical fundamentals?

1 (Poor)

- The student rarely or never demonstrates an understanding of hierarchy in the editing department
- The student rarely or never demonstrates an understanding of the integration of various post-production departments
- The student rarely or never demonstrates an understanding of technical fundamentals
- The student rarely or never demonstrates a pursuit of post-production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of hierarchy in the editing department
- The student only occasionally demonstrates an understanding of the integration of various post-production departments
- The student only occasionally demonstrates an understanding of technical fundamentals
- The student only occasionally demonstrates a pursuit of post-production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of hierarchy in the editing department
- The student consistently demonstrates an understanding of the integration of various post-production departments
- The student consistently demonstrates an understanding of technical fundamentals
- The student consistently demonstrates a pursuit of post-production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of hierarchy in the editing department
- The student always demonstrates an understanding of the integration of various post-production departments
- The student always displays enthusiasm for the craft of editing

- The student always demonstrates an understanding of technical fundamentals
- The student occasionally assists others with understanding technical fundamentals
- The student always demonstrates a pursuit of post-production knowledge outside of class
- The student occasionally assists others with the pursuit of post-production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of hierarchy in the editing department
- The student always demonstrates an understanding of the integration of various post-production departments
- The student always displays enthusiasm for the craft of editing
- The student always demonstrates an understanding of technical fundamentals
- The student consistently assists others with understanding technical fundamentals
- The student always demonstrates a pursuit of post-production knowledge outside of class
- The student consistently assists others with the pursuit of post-production knowledge outside of class

Question 6: How would you rate the student's overall work ethic, as demonstrated in class and during lab exercises?

1 (Poor)

- The student rarely or never demonstrates a positive attitude in the edit lab
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to technical problems
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude in the edit lab
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to technical problems
- The student only occasionally performs at their maximum potential

3 (Average)

- The student consistently demonstrates a positive attitude in the edit lab
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to technical problems
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on in the edit lab
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with technical problems
- The student always demonstrates the ability to respond quickly to technical problems
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude in the edit lab
- The student always demonstrates good problem-solving skills
- The student consistently assists others with technical problems
- The student always demonstrates the ability to respond quickly to technical problems
- The student always performs at their maximum potential
- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential

GFA - GFA 1500 - Intro Dgtl Entrnmnt,Esprt&Game

2022-2023 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*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - 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 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*

GFA

Course Number* GFA 1500

Course Title* Intro Dgtl Entrnmnt,Esprt&Game

Long Course Title Introduction to Digital Entertainment, Esports & Game Development

Course Type*

Georgia Film Academy

Catalog Course Description*

Students will become oriented with the Digital Entertainment ecosystem and job families therein, including: Game Development, Game Publishing, Tournament & League Operation, Live Production, Event Management, Broadcast Distribution, On-Air Talent, Team Organization, Sponsorship, Marketing, Content Creation, and Social Media Management. Students will learn the basic terminology across these functions and skills related to networking and self-marketing used within the digital entertainment, Esports, and game development industries. A team project allows students to design and execute a live-streamed event incorporating lessons learned during 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* 3

Credit Hrs* 6

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

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?
3

Grading*
Undergraduate Standard Letter


Justification and Assessment

Rationale* GFA 1500 is the first required course in the new GFC/GFA Digital Entertainment, ESports and Game Development Certification Pathway. We have new programs that are being developed that will include this new certificate pathway including a new nexus degree. Additionally, UWG has existing programs, like the BIS degree, in which the certificate pathway can be embedded. For these programmatic reasons, we are adding this course to our catalog.

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

OBJECTIVE 1: Describe the digital entertainment, Esports, and game development industry ecosystem, types of companies, and job positions within the industry.
OBJECTIVE 2: Describe the event process for a live-streamed digital entertainment event.
OBJECTIVE 3: Describe the tools and technologies used in digital entertainment, Esports, and game development.
OBJECTIVE 4: Identify key historical events of digital entertainment, Esports, and game development.

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* 10-20

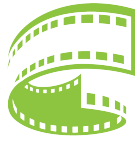
Will this course have special fees or tuition required?* Yes
 No

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.



GEORGIA FILM®
ACADEMY

GEORGIA FILM ACADEMY - 1500
INTRODUCTION TO DIGITAL ENTERTAINMENT, ESPORTS &
GAME DEVELOPMENT
COURSE SYLLABUS

Credits: 6

Prerequisite: None

Classroom: TBA

Instructor: XXXX

Contact Email:

Section: XXXX

Semester: XXXX

Class Sessions: XXXX

Office Hours: By appointment

Class Sessions Consist Of:

1. Live Teleconference Discussion as part of every class is required for attendance
Zoom link: XXXX
2. In-person Lessons in groups, per schedule, is required for attendance
3. Video, Reading and Activity Assignments done online at home through Desire
2 Learn (D2L) is required

Required Texts: None

Materials Required:

Laptop computer

COURSE GOAL

GFA 1500: Introduction to Digital Entertainment, Esports & Game Development provides students with basic skills related to digital media, Esports, and game development, in addition to exposure to the numerous career paths and opportunities within these industries. The course is offered in collaboration with Skillshot Media.

COURSE DESCRIPTION

Students will become oriented with the Digital Entertainment ecosystem and job families therein, including: Game Development, Game Publishing, Tournament & League Operation, Live Production, Event Management, Broadcast Distribution, On-Air Talent, Team Organization, Sponsorship, Marketing, Content Creation, and Social Media Management. Students will learn the basic terminology across these functions and skills related to networking and self-marketing used within the digital entertainment, Esports, and game development

industries. A team project allows students to design and execute a live-streamed event incorporating lessons learned during the course.

GFA DIGITAL ENTERTAINMENT, ESPORTS & GAME DEVELOPMENT CERTIFICATION

In order to achieve your Georgia Film Academy Digital Entertainment, Esports & Game Development Certification, you must successfully complete 18 credit hours of GFA courses from the following options:

GFA 1500 Introduction to Digital Entertainment, Esports & Game Development = 6 credits
(REQUIRED)

PLUS

GFA Digital Entertainment, Esports & Game Development Specialty Craft Course
Prerequisite – GFA 1500

PLUS

GFA 2000 Film, Television & Digital Entertainment Internship **OR** GFA 4000 Film, Television & Digital Entertainment Apprenticeship = 6 credits **(**by application and acceptance only**)**
Prerequisite – GFA 1500 + one Digital Entertainment Specialty Craft Course

AND/OR

(additional) GFA Digital Entertainment, Esports & Game Development Specialty Craft Course(s)

GFA Digital Entertainment, Esports & Game Development Specialty Craft Courses (prerequisite GFA 1500):

- GFA 2510 Event Management for Digital Entertainment & Esports **OR** GFA 3510 Digital Entertainment & Esports Event Design = 6 credits
- GFA 2520 Hosting & Casting for Digital Entertainment & Esports **OR** GFA 3520 Digital Entertainment & Esports Creative Development = 6 credits

****NOTE: not all institutions offer all courses. Check the listings at your home institution.**

GFA FILM, TELEVISION & DIGITAL ENTERTAINMENT INTERNSHIP (GFA 2000) **OR APPRENTICESHIP (GFA 4000)**

The GFA Film, Television & Digital Entertainment Internship or Apprenticeship course will focus on professional-level productions, on which students will have roles in on-set, pre-production, post-production, digital entertainment, Esports and/or game development crafts, depending on the student's certification pathway, as well as ancillary industries. This course will provide students with techniques to improve their skills in "real world" productions and entertainment industry businesses, add to their resumes and facilitate networking opportunities. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

The GFA Film, Television & Digital Entertainment Internship or Apprenticeship Course is a competitive program dictated by the amount of available internship/apprenticeship opportunities.

- Internships/Apprenticeships are NOT guaranteed to anyone.
- The number of opportunities will always be dictated by the industry need.

- The types of internships/apprenticeships will always be dictated by the production and their stated needs.
- Students who successfully complete GFA 1000 with a “B” or above AND a Specialty Craft Course with a “B” or above are eligible to apply for the Internship/Apprenticeship course. In certain circumstances, a grade of “C” will be sufficient to attain an internship/apprenticeship.
- Students will be evaluated during GFA 1500 and their Specialty Craft Course(s), using a standardized and objective assessment tool announced on the first day of the course. This evaluation form is included at the end of each syllabus.
- After students have completed GFA 1500 and at least one Specialty Craft Course, they may fill out an application for the Internship/Apprenticeship for the upcoming semester.* After the applications are processed, students will be notified whether they are eligible to register for the Internship/Apprenticeship course for the following semester.
- Students must apply for the Internship/Apprenticeship course the semester before they intend on taking the Internship/Apprenticeship course. For example, if a student wanted to take the internship/apprenticeship in the Fall semester, they would apply during the Summer semester.
- If a student is not selected for the Internship/Apprenticeship course during their desired semester, they can reapply for a future semester.
- If a student is selected for the Internship/Apprenticeship course but chooses not to register, their acceptance will not carry over into future semesters. The student would need to reapply if they wish to take the Internship/Apprenticeship in a future semester.
- Students can still earn a GFA Certification without taking the Internship/Apprenticeship course simply by successfully completing two Specialty Craft Courses.
- Students who earn their GFA Digital Entertainment, Esports & Game Development Certification with two Specialty Craft Courses may still apply for the Internship/Apprenticeship course for a future semester.
- For degree-seeking students, the GFA and all our partner institutions have agreed that the best time to take the Internship/Apprenticeship course, should a student qualify, is during their final semester or the semester immediately after graduation. Students should check with their home institutions on any specific policies regarding Internship/Apprenticeship course registration and timing.

For more information, please visit:

<https://www.georgiafilmacademy.org/internships>

METHODS OF INSTRUCTION:

The course will be presented through lectures, demonstrations, group activities, discussions, audio-visual materials, written assignments, research assignments, potential guest speakers, field trips and tests.

The practical hands-on production exercises require physical activity. Students will be expected to participate in practical exercises in a way that is safe and productive to a group learning environment. **Students may be operating digital entertainment production equipment and should treat equipment appropriately to avoid damage or injury.**

CLASS PRESENTATION MATERIALS:

Students have access to all content presented in class, including the syllabus and requirements for the GFA Internship/Apprenticeship program, in the Desire 2 Learn (D2L) online learning system.

Any students unable to access materials should email GFA's Manager of Consortial Services & Personnel for access, and please include the following information: Instructor, Day/Time of Class, Location of Class, Home Institution.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1: Describe the digital entertainment, Esports and game development industry ecosystem, types of companies, and job positions within the industry.

OBJECTIVE 2: Describe the event process for a live-streamed digital entertainment event.

OBJECTIVE 3: Describe the tools and technologies used in digital entertainment, Esports and game development.

OBJECTIVE 4: Identify key historical events of digital entertainment, Esports and game development.

GRADING CRITERIA

1) Written Tests – 40% (total)

Four written tests evaluating the content introduced in class lectures and discussions.

- **Test 1** - Lessons 1 & 2.
- **Test 2** (Midterm) - covers all material in Lessons 1-5.
- **Test 3** - covers Lessons 6-9.
- **Final Written Exam**, a comprehensive exam covering all material introduced in the course.

2) Practical Exams – 30% (total)

- **Midterm Practical Exam (10%)**, students will design & present a tournament event plan, demonstrating knowledge and procedures introduced in the course.
- **Final Practical Exam (20%)**, evaluates students' performance in a team project to implement a digital entertainment production scenario with students performing in designated roles.

3) In-Class Participation – 10%

Many class sessions will have a hands-on component where students will engage in learning how to operate a digital entertainment related tool or technology, or to perform an essential job task for a given position. After learning through practical application, students will demonstrate their developed skills through performing/presenting in formal and informal in-class activities.

4) Professional Development – 10%

Students will create drafts and workshop industry focused resumes, and generate a LinkedIn profile posting with the goal of using it to enter the digital entertainment job market.

5) Out of class assignments – 10%

There is a good deal of readings, presentations, and/or viewings for this course to be done outside of class. We will discuss most of these in class; additionally, you may, at your

instructor's discretion, be expected to post regular responses to particular outside readings/viewings in a Discussion Forum.

All homework is expected to be ready to submit at the beginning of class. These out-of-class assignments can include, but are not limited to:

- Research
- Readings
- Presentation
- Viewings
- Paperwork
- Group Assignments
- Internet Postings and Responses

Here's how assignments that require Discussion Forum postings works:

1. Keep up with all readings/viewings. All readings/viewings should be completed by the date noted on the class agenda or syllabus.
2. Post your response about the reading as a reply within this thread (see below for details).
3. Read the postings of the other members in your class, and respond to at least two other postings.
4. You are required to read all student postings.

How to Post

Depending on the reading/viewing, you will generally respond as a future digital entertainment event associate, considering the relevance and application of the content. For the purposes of this course, we're interested in both your personal and professional reaction to these readings/viewings.

Important:

Any homework that involves posting in a public forum for this course is to generate discussion, share perspectives, raise questions, make points, and learn from others. Build upon the statements of others, ask others for clarification or help, and disagree if necessary (though always in a polite and respectful fashion). Such interaction will help create a sense of a thoughtful community critical to the success of this class and to your future as Esports industry professionals. Always remember to be respectful. Before you post, review your remarks for courteous tone as well as clarity and conventions.

TEAM PROJECT

For the Final Practical Exam, a team project will provide experience in digital entertainment and Esports event planning and implementation in a realistic tournament setting. Students will work in teams of approximately 5 people and use the Event Planning process. Each team will then design, implement and execute one element of the class project: an online tournament event. At various milestones, event documents will be produced, including a social media plan, tournament rules, and an event run-of-show. These deliverables will be coordinated with course lectures. The project will culminate with delivery of the event, including associated documentation, an in-class presentation, and a post-mortem reflection on the project.

TEAM PROJECT GUIDELINES

The course includes a **Final Practical Exam**, which will consist of running a live-streamed digital entertainment event and broadcast.

The following rules must be adhered to:

1. Proper safety protocols and industry standard procedures must be followed at all times.
2. All equipment must be handled responsibly, and in the event of damage should be promptly reported to the Facilities Manager **within 24 hours**.
3. All productions must take place within the designated spaces allotted to GFA. Questions about what space is permissible should be directed to the Facilities Manager.
4. Productions utilizing any space other than the assigned classroom or workshop must notify the Facilities Manager one week in advance.
5. Requested filming or event operation locations outside of the assigned classroom or workshop may be available on a first-come-first-served basis, at the discretion of the Facilities Manager.
6. If additional help and student oversight assistance is needed, the request should be submitted to Facility Manager at least seven (7) days in advance, and will be assigned based on availability of staff, on a first-come-first-served basis.
7. Absolutely **NO WEAPONS (in physical form)** may be used, including but not limited to prop or “dummy” guns, knives, swords, nunchucks, axes, spears, javelins, throwing sticks, brass knuckles, etc. Note that students are allowed to use a video game that depicts weapons on the screen as a part of gameplay; but students should not bring or reproduce weapons in a physical form.
8. Absolutely **NO SMOKING** may be depicted or promoted, including cigarettes, cigars, vaping products. Crew who smoke must, as always, use designated areas on campus, and should never smoke near the set or equipment.
9. Absolutely **NO DRUG USE** may be depicted or promoted.

Any questions about class productions should be directed to the Facilities Manager.

COURSE WEIGHTS:

Test 1 (Lesson 3) = 10%
Test 2 (Midterm, Lesson 6) = 10%
Midterm Practical Exam (Lesson 6) = 10%
Test 3 (Lesson 11) = 10%
Final Written Exam = 10%
Final Practical Exam (Team Project) = 20%
In-Class Participation = 10%
Professional Development = 10%
Out-of-class assignments = 10%
TOTAL 100%

Grades will be assigned according to the following scale:

A = 90 - 100 D = 60 - 69
B = 80 - 89 F = 59 and below
C = 70 - 79

Students who receive a grade of D, F, U, W or WF three times for the same course will be prohibited from retaking the course.

In order for a student to receive course credit, the final weighted average of all course assessments must be 70 percent, “C.” However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of “F.”

In order for a student to be considered for an internship/apprenticeship position, the final weighted average of all course assessments must be at minimum 80 percent, “B.” In certain circumstances, a grade of “C” will be sufficient to attain an internship/apprenticeship.

COURSE CALENDAR

NOTE: This schedule and outline is intended to give students guidance in what may be covered during the course, and is subject to change. The Instructor reserves the right to modify and augment materials as needed, and to cover the course topics at the Instructor’s discretion. All changes will be discussed with the class beforehand.

LESSON ONE: DIGITAL ENTERTAINMENT

- Lecture & Discussion
 - Syllabus & Course Review and Expectations
 - Types of Digital Entertainment
 - Art + Technology (Creativity, Inc)
 - User Interface Design

LESSON TWO: GAME DESIGN & GAME TESTING

- Lecture & Discussion
 - Game Definition
 - Elements of a Game
 - Game Design Practices
 - Game Testing Practices
- Assignments
 - Modify existing game with one mechanic change

LESSON THREE: GAME DEVELOPMENT

- Lecture & Discussion
 - Roles on Game Development Team
 - Exposure to Game Creation Using Scratch
 - Breaking Into Game Development
- Test #1
- Assignments
 - Scratch game creation assignments

LESSON FOUR: ESPORTS INDUSTRY

- Lecture & Discussion
 - Esports Explained
 - History of Esports
 - Esports Ecosystem and Company Types
 - Esports Ecosystem in Georgia
- Quiz: Review of Esports History
- Assignments
 - SWOT Analysis of a game

LESSON FIVE: ESPORTS SKILLS & STRATEGIES

- Lecture & Discussion
 - Game Genres
 - Game Skills

- Player Analysis & Analytics
- Goal Setting in and out of games
- OKR
- Assignments
 - Identify game; in-game and out of game skill improvement

LESSON SIX: DIGITAL ENTERTAINMENT EVENT PLANNING AND MANAGEMENT

- Lecture & Discussion
 - Event Management Process
 - Creating a Run-of-Show
 - Managing Talent and Crew
- Test #2 (Midterm Exam)
- Assignments
 - Event Proposal (Midterm Practical Exam)

LESSON SEVEN: TOURNAMENT ORGANIZATION

- Lecture & Discussion
 - Tournament Organizer - Role and Responsibilities
 - Tools of the Trade
 - Game Title Considerations
- Assignments
 - Event Proposal Part II (Midterm Practical Exam)

LESSON EIGHT: LIVE-STREAM PRODUCTION

- Lecture & Discussion
 - Production Line and Roles
 - Examples of production:
 - Grass-roots
 - Major events
 - In-studio
 - On the road
- Assignments
 - High level run-of-show Written Review

LESSON NINE: SOCIAL MEDIA

- Quiz: Live-Stream Production Equipment and Processes
- Lecture & Discussion
 - Community Management Role and Platforms
 - Social Media Role and Platforms
- Assignments:
 - 2-page Written Analysis of Industry Jobs in Current Market

LESSON TEN: ON-AIR TALENT & CONTENT PRODUCTION

- Lecture & Discussion
 - Shoutcasting / Commentary
 - Analysts
 - Hosting
 - Content Creators
- Assignments
 - Hosting, commentary, or analysis over existing video

LESSON ELEVEN: GAMING, HEALTH & WELLBEING

- Lecture & Discussion
 - Gaming & Healthy Lifestyle
 - Growth Mindset & Performance Improvement
 - Coaching
 - Soft Skill Development and Teamwork
 - Game Performance
- Test #3
- Assignments
 - Record and review habits

LESSON TWELVE: SHOWTIME

- Assignments
 - At industry location, demonstrate team roles and duties to fully execute and live-stream a digital event

LESSON THIRTEEN: EVENT RETROSPECTIVE

- Lecture & Discussion
 - Retrospective - Reflect and Integrate Experience (Start, Stop, Continue)
 - Assessments from Event Participants

LESSON FOURTEEN: SCIENTIFIC PROCESSES IN DIGITAL MEDIA

- Lecture & Discussion
 - Human Responses to Digital Stimuli
 - Contributions of Scientific Fields to Interactive Media
 - Future of Digital Entertainment, Game Development, Esports
- Assignments
 - Describe in 500-word written paper how one new technology might affect digital media

LESSON FIFTEEN: IMPACT OF TECHNOLOGY, CULTURE, LAW

- Lecture & Discussion
 - Legal ramifications of policies such as Digital Millennium Copyright Act (DMCA)
 - Creating Inclusive Culture
 - Potential Ecosystem Barriers
- Written Test #4 (Final Exam)
- Assignments
 - Written evaluation (250 words) of a current policy or cultural norm and how it could be improved
 - Assessment of course and instructor

LESSON SIXTEEN: INDUSTRY RESEARCH & PREPARATION FOR ADVANCED COURSES:

- Self-marketing & career development
- Consultations on resume, career goals, and LinkedIn Profile
- Industry field trip or guest speaker or view pre-recorded video materials from working professionals.

GFA CLASS POLICIES

- 1. Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**
- 2. All students on an industry location field trip must remain in GFA-designated areas only, and are restricted from other areas.**
- 3. Violations of GFA Class Policies may result in immediate dismissal from class or removal from the GFA Program.**

ATTENDANCE

Students are expected to be punctual and attend all classes for which they are registered. Instructors will keep an accurate record of class attendance. Students anticipating an absence or tardy should contact the instructor in advance or provide notification as soon as possible. It is the responsibility of the student to account for instructional time missed and to seek permission for make-up work at the discretion of the instructor. If the student does not attend classes, submit assignments, or, when applicable, contact instructors in a timely manner (either in person, phone, or e-mail), a failing grade(s) may be issued.

Students are given in-class attendance/participation assignments that cannot be made up if absent.

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week for six hours, you cannot miss more than 2 class sessions and pass the course. If your class meets two days a week for three hours, you cannot miss more than 3 class sessions and pass the course.

**THE FOLLOWING EVALUATION IS USED TO ASSIST IN DETERMINING
POSSIBLE INTERNSHIP/APPRENTICESHIP PLACEMENT**

INSTRUCTOR EVALUATION OF STUDENT

NAME OF STUDENT: _____

INSTITUTION: _____

COURSE & INSTRUCTOR: _____

GRADE: _____ **# OF ABSENCES:** _____ **# OF TARDIES:** _____

On a scale 1 (Poor) to 5 (Excellent):

How would you rate the student's in-class performance and participation?

1 2 3 4 5

How would you rate the student's performance in demonstrating digital entertainment and Esports skills?

1 2 3 4 5

How would you rate the student's communication, both written and verbal?

1 2 3 4 5

How would you rate the student's demonstration of professionalism?

1 2 3 4 5

How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 2 3 4 5

How would you rate the student's overall work ethic, as demonstrated in class and during lab exercises?

1 2 3 4 5

POINT TOTAL: _____

Instructor's Final Evaluation

Recommend Consider Neutral Discourage Strongly Discourage

Instructor's Notes: _____

RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT

Question 1: How would you rate the student's in-class performance and participation?

1 (Poor)

- The student consistently arrives late for class
- The student consistently arrives unprepared for class activities
- The student consistently submits homework late, or not at all
- The student does not demonstrate an interest in mastering tasks
- The student does not participate in class activities

2 (Below Average)

- The student sometimes arrives late for class
- The student sometimes arrives unprepared for class
- The student sometimes submits homework late, or not at all
- The student only occasionally demonstrates an interest in mastering tasks
- The student only occasionally participates in class activities

3 (Average)

- The student regularly arrives on time for class
- The student regularly arrives prepared for class activities
- The student regularly submits homework on time
- The student regularly applies themselves to learning skills
- The student regularly volunteers for class activities

4 (Above Average)

- The student always arrives on time for class
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student often assists others in mastering tasks
- The student often undertakes tasks of their own initiative
- The student consistently volunteers for class activities

5 (Excellent)

- The student always arrives on time for class, or early
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student consistently assists others in mastering tasks
- The student consistently undertakes tasks of their own initiative
- The student always volunteers for class activities

Question 2: How would you rate the student's performance in demonstrating digital entertainment skills?

1 (Poor)

- The student demonstrates inadequate understanding of essential communication ●
The student has not improved their overall event production skill set during the course
- The student does not demonstrate the skills needed for the department of their preference
- The student does not demonstrate proper event venue etiquette
- The student does not adequately operate the equipment needed for the department of their preference

2 (Below Average)

- The student demonstrates moderate understanding of essential communication
- The student has moderately improved their overall event production skill set during the course
- The student moderately demonstrates the skills needed for the department of their preference
- The student moderately demonstrates proper event venue etiquette
- The student moderately operates the equipment needed for the department of their preference

3 (Average)

- The student demonstrates adequate understanding of essential communication
- The student has adequately improved their overall event production skill set during the course
- The student adequately demonstrates the skills needed for the department of their preference
- The student adequately demonstrates proper event venue etiquette
- The student adequately operates the equipment needed for the department of their preference

4 (Above Average)

- The student demonstrates a mastery of essential communication
- The student has substantially improved their overall event production skill set during the course
- The student occasionally assists others with improving their overall event production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student occasionally assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper event venue etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student occasionally assists others with mastering the equipment needed for the department of their preference

5 (Excellent)

- The student demonstrates a mastery of essential communication
- The student has substantially improved their overall event production skill set during the course
- The student consistently assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student consistently assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper event venue etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student consistently assists others with mastering the equipment needed for the department of their preference

Question 3: How would you rate the student's communication, both written and verbal?

1 (Poor)

- The student's written communication rarely or never demonstrates clarity
- The student's written communication rarely or never demonstrates accuracy
- The student's in-class presentations are incohesive
- The student's verbal communication rarely or never demonstrates clarity
- The student's verbal communication rarely or never demonstrates accuracy
- The student's verbal communication rarely demonstrates appropriate politeness

2 (Below Average)

- The student's written communication only occasionally demonstrates clarity
- The student's written communication only occasionally demonstrates accuracy
- The student's in-class presentations are somewhat incohesive
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness

3 (Average)

- The student's written communication consistently demonstrates clarity
- The student's written communication consistently demonstrates accuracy
- The student's in-class presentations are cohesive
- The student's verbal communication consistently demonstrates clarity
- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness

4 (Above Average)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student occasionally assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student occasionally assists other students with improving their verbal communications

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student consistently assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student consistently assists other students with improving their verbal communications

Question 4: How would you rate the student's demonstration of professionalism?

1 (Poor)

- The student rarely or never demonstrates a respectful interaction with other students
- The student rarely or never demonstrates a respectful interaction with the instructor
- The student rarely or never treats the school's equipment with proper care
- The student rarely or never treats the school's facilities with proper care

2 (Below Average)

- The student only occasionally demonstrates a respectful interaction with other students
- The student only occasionally demonstrates a respectful interaction with the instructor
- The student only occasionally treats the school's equipment with proper care
- The student only or occasionally the school's facilities with proper care

3 (Average)

- The student consistently demonstrates a respectful interaction with other students
- The student consistently demonstrates a respectful interaction with the instructor
- The student consistently treats the school's equipment with proper care
- The student consistently treats the school's facilities with proper care

4 (Above Average)

- The student always demonstrates a respectful interaction with other students
- The student occasionally assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student occasionally assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student occasionally assists faculty and staff with facility maintenance

5 (Excellent)

- The student always demonstrates a respectful interaction with other students
- The student consistently assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student consistently assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student consistently assists faculty and staff with facility maintenance

Question 5: How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 (Poor)

- The student rarely or never demonstrates an understanding of departmental hierarchy
- The student rarely or never demonstrates an understanding of the integration of various departments
- The student rarely or never demonstrates an understanding of safety protocols and regulations
- The student rarely or never demonstrates a pursuit of production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of departmental hierarchy
- The student only occasionally demonstrates an understanding of the integration of various departments
- The student only occasionally demonstrates an understanding of safety protocols and regulations
- The student only occasionally demonstrates a pursuit of production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of departmental hierarchy
- The student consistently demonstrates an understanding of the integration of various departments
- The student consistently demonstrates an understanding of safety protocols and regulations
- The student consistently demonstrates a pursuit of production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of departmental hierarchy
- The student occasionally assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student occasionally assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student occasionally assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student occasionally assists others with the pursuit of production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of departmental hierarchy
- The student consistently assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student consistently assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student consistently assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student consistently assists others with the pursuit of production knowledge outside of class

Question 6: How would you rate the student's overall work ethic, as demonstrated in class and during production?

1 (Poor)

- The student rarely or never demonstrates a positive attitude on set
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to multiple situations
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude on set
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to multiple situations

- The student only occasionally performs at their maximum potential

3 (Average)

- The student consistently demonstrates a positive attitude on set
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to multiple situations
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student consistently assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential

GFA - 3510 - Dig Entertnmt & ESprt Evnt Des

2022-2023 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*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - 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 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*

GFA

Course Number* 3510

Course Title* Dig Entertnmt & ESprt Evnt Des

Long Course Title Digital Entertainment and ESports Event Design

Course Type*

Georgia Film Academy

Catalog Course Description* This course focuses on the advanced study and practice of digital entertainment and Esports events production, including tournament operation and administration, event management, talent management, live broadcast (aka "streaming"), on-air personality skills, social and community management, and post-production. With an emphasis on practical application, students have the opportunity to gain experience in these roles. Students will have access to industry-standard software and equipment to gain a working familiarity with these tools, taught in a professional live digital entertainment and Esports production facility.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

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

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

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

Prerequisites GFA 1500

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* GFA 3510 is a course option in the new GFC/GFA Digital Entertainment, ESports and Game Development Certification Pathway. We have new programs that are being developed that will include this new certificate pathway including a new nexus degree. Additionally, UWG has existing programs, like the BIS degree, in which the certificate pathway can be embedded. For these programmatic reasons, we are adding this course to our catalog.

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

OBJECTIVE 1 - Design a live digital entertainment and Esports event, from concept to completion.

OBJECTIVE 2 - Identify digital entertainment and Esports industry-standard equipment, software and terminology.

OBJECTIVE 3 - Identify ethical guidelines and common legal requirements in digital entertainment and Esports event production.

OBJECTIVE 4 - Develop a professional-quality proposal for live digital entertainment or Esports event.

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* 10-20

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.



GEORGIA FILM[®]
ACADEMY

GEORGIA FILM ACADEMY – 3510
DIGITAL ENTERTAINMENT & ESPORTS EVENT DESIGN
COURSE SYLLABUS

Credits: 6

Prerequisite: GFA 1500 Introduction to Digital Entertainment, Esports & Game Development

Classroom: Online with D2L; In-Person at XXX

Instructor: XXXX

Contact email: XXXX

Section: XXXX

Semester: XXXX

Class Sessions: XXXX

Office Hours: by appointment

Class Sessions Consist of:

1. Live Teleconference Discussion as part of every class is required for attendance
Teleconference link: XXXX
2. In-person Lessons in groups, per schedule, is required for attendance
3. Video, Reading and Activity Assignments done online at home through Desire 2 Learn (D2L), is required

Materials Required:

- Laptop or desktop computer (PC or Mac) with Internet Access

COURSE GOAL

GFA 3510: Digital Entertainment and Esports Event Design provides the specialized skills and insight needed for the creation of live digital entertainment and Esports events, including the necessary steps to propose, plan, produce, and market a professional event. Students will demonstrate learned skills through practical application exercises, culminating in a final class project.

COURSE DESCRIPTION

This course focuses on the advanced study and practice of digital entertainment and Esports events production, including tournament operation and administration, event management, talent management, live broadcast (aka “streaming”), on-air personality skills, social and community management, and post-production. With an emphasis on practical application, students have the

opportunity to gain experience in these roles. Students will have access to industry-standard software and equipment to gain a working familiarity with these tools, taught in a professional live digital entertainment and Esports production facility.

METHODS OF INSTRUCTION:

Weekly assignments will be used to evaluate the student's understanding of course materials, lectures, and lab sessions provided during the course. Students are expected to bring their personal repertoire of creative skills to an end of semester project that exemplifies their understanding of digital entertainment and Esports events production and a particular role that suits their interests and ability.

The course is divided into two portions: class discussions and practical applications.

- The lecture portion of this course will focus on presentations, reading materials, audio-visual materials, in-class discussions, and potential guest speakers. Assignments to be completed outside of the lecture and lab will reinforce the concepts and techniques presented.
- The practical application portion of this course is hands-on, with students actively contributing to a live digital entertainment or Esports production in a professional facility. The practical application portion requires students to follow the guidelines and standards established by the industry partner facility and the technical director, production managers, facility manager, or other staff, for the safety and security of everyone. Students will be operating production equipment including, but not limited to:
 - Production workstations
 - Video camera equipment
 - Lighting and sound equipment
 - Video capture equipment & software
 - Enterprise software
 - Livestreaming management platforms & protocols
 - Social media & community engagement platforms

Students are expected to treat equipment appropriately to avoid compromise or damage.

CLASS PRESENTATION MATERIALS

Class materials will be readily available to students online via D2L. This includes syllabus, grading rubrics for course projects, review materials, technical information, etc. Students will be instructed on how to access these materials during the first day of class.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Design a live digital entertainment and Esports event, from concept to completion.

OBJECTIVE 2 - Identify digital entertainment and Esports industry-standard equipment, software and terminology.

OBJECTIVE 3 - Identify ethical guidelines and common legal requirements in digital entertainment and Esports event production.

OBJECTIVE 4 - Develop a professional-quality proposal for a live digital entertainment or Esports event.

GRADING CRITERIA:

1. Topical Assignments – 30% (total)

- Each of the six topical assignments is worth 5% of your cumulative grade, with a total percentage of 30%.
- Students will be required to submit a response to a topic introduced by the instructor. These responses can be a written response, video response, or visual infographic. The goal of these responses is for students to contemplate what they learned that lesson, consider how it contributes to the field of work they are likely to pursue and respond in their preferred medium.
- Written responses should be between 500 – 1200 words. Video responses should be between 5 to 10 minutes. Visual infographics should not exceed more than 4 or 5 images. The responses must adhere to the following structure:
 - A) Summarize what was covered in class discussion and practical application exercises for the lesson and how it contributes to a professional understanding of Esports production.
 - B) Discuss how topics/skills covered in the lesson will aid the student's professional development.
 - C) Respond to the weekly question(s) posited by the course instructor.
 - D) Review past Esports events and discuss the successes and/or shortcomings, in the context of the lesson, including quantitative data on stream views, social media interactions and analytics.
 - E) Questions or concerns that arise from discussion and exercises that require more clarification.

2. Midterm Written Exam – 15%

- The midterm written exam is comprehensive of all material covered in discussions and exercises.

3. Event Proposal – 10%

- Students will submit a structured proposal to a fictional client that has contracted them to produce a live Esports event. The proposal must take into consideration the client's needs, expectations, and the student's expertise in both production and the Esports game title they propose to this client. The due date will be discussed on the first day of class and after the midterm.

4. Run-of-Show Assignment – 10%

- Students will submit a run-of-show for their planned event. Details regarding the run-of-show will be made available to students at the assigned class date. The due date will be discussed on the first day of class.

5. Final Project – 20%

- Students will submit a “proof of concept” project that embodies the culmination of everything the student has learned in the course. This project must show the capacity and expertise the student can exercise in a particular role within a digital entertainment or Esports production, and could be used as a professional sample of the student’s work in the Esports field. More details regarding the portfolio project will be discussed during the assigned class date. The due date will be discussed on the first day of class.

6. Class Participation – 15%

- Students are expected to attend and participate in class. This course is designed to bring students into a production space and guide them through every stage of live digital entertainment and Esports production.
- Participation includes attentiveness, discussion in class and the workshop, teamwork and professionalism. The grade will be based on the “Rubric for Instructor Evaluation of Student” used for Internship/Apprenticeship consideration, to be found below.
- Important note: No late work will be accepted. This course will reflect industry professional practices.

COURSE WEIGHTS:

Topical Assignments =	30%
Midterm Written Exam =	15%
Event Proposal =	10%
Run-of-Show Assignment =	10%
Final Project =	20%
Class Participation =	15%
TOTAL	100%

Grades will be assigned according to the following scale:

A = 90 - 100	D = 60 - 69
B = 80 - 89	F = 59 and below
C = 70 - 79	

Students who receive a grade of D, F, U, W or WF three times for the same course will be prohibited from retaking the course.

In order for a student to receive course credit, the final weighted average of all course assessments must be 70 percent, “C.” However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of “F.”

In order for a student to be considered for an internship/apprenticeship position, the final weighted average of all course assessments must be at minimum 80 percent, “B.” In certain circumstances, a grade of “C” will be sufficient to attain an internship/apprenticeship.

COURSE CALENDAR

NOTE: This schedule and outline is intended to give students guidance in what may be covered during the course, and is subject to change. The Instructor reserves the right to modify and augment materials as needed, and to cover the course topics at the Instructor's discretion. All changes will be discussed with the class beforehand.

LESSON ONE: CLASS DISCUSSION – INTRODUCTION TO COURSE & SPECIALTY ROLES

- The structure of the course and the GFA career pathway for digital entertainment and Esports, student and instructor goals, expectations and responsibilities, and an overview of weekly assignments.
- Esports & Live Production – Discuss the history of Esports production and its growth from an enthusiast hobby to a thriving media ecosystem. Observe and discuss examples of Esports broadcast and how these productions have shaped consumer expectations of live Esports production.
- Specialty Roles – Discuss the various roles involved in a live Esports production and their contributions.
- Video Assignment (5 minutes): Create a Video Resume to explain what role is of interest to the student, what sparked interest in Esports, and what the student hopes to get out of this course.

Materials for this class date: TBA

LESSON TWO: PRACTICAL EXERCISE – OBSERVATION

- Introduction to the industry facility and production staff.
- Overview of the types of productions the facility has been involved in.
- Introduction to staff in production roles. Staff will discuss with students their roles in production.
- Homework: Write a two-page report on the roles and processes observed

LESSON THREE: CLASS DISCUSSION – EVENTS/TOURNAMENT ADMINISTRATION

- Discuss the role of an event/tournament administrator.
- Overview of the different tools and platforms tournament admins and event admins use to coordinate between tournament staff, participants, production staff, and venue staff.
- Discuss how tournament/events admins take event objectives and turn them into deliverables.
- Discuss the skills necessary to succeed in this role.
- Homework: Read PDF Handout and write one-page response
- Topical Assignment #1: Tournament Broadcast and Observations, summarizing broadcast events. (See requirements for Topical Assignments in Grading Criteria above.)

Materials for this class date: TBA

LESSON FOUR: PRACTICAL EXERCISE – HANDS ON TOURNAMENT ADMINISTRATION

- Students will have an opportunity to administrate mock tournaments and gain experience in the role of tournament staff, match coordinator, and other roles.
- Students will be put into scenarios that mimic typical goings-on for both a local and invitational tournament, including enforcing participant compliance to tournament rules and guidelines and dealing with instances of cheating during a tournament match.
- Homework: Write a two-page report on the experience of tournament administration

LESSON FIVE: CLASS DISCUSSION – PLANNING PRODUCTIONS

- Discuss the types of Esports productions and their goals and purposes.
- Discuss the roles involved in planning productions.
- Discuss logistic needs that come into planning a production, such as venue, staffing, budget, bookings, craft services, equipment, transportation, etc.
- Discuss relevant documentation involved in planning productions, such as call sheets, pre-production checklists, run-of-show, script outlines, contact sheets, vendor sheet, etc.
- Review materials of specific tournaments & events and discuss how the event executed goals and purposes effectively or ineffectively.
- Project Assignment: Event Proposal // Creation of Event Proposal
- Homework: Create a mock Run-of-Show
- Topical Assignment #2: Tournament Administration. (See requirements for Topical Assignments in Grading Criteria above.)

Materials for this class date: TBA

LESSON SIX: PRACTICAL EXERCISE – HANDS-ON PLANNING AND PROJECT MANAGEMENT

- Meet with production and project managers at the industry facility to gain first-hand insight on what goes into managing an Esports production.
- Students will be introduced to project management software and tools common to the industry.
- Students will be led in an exercise that has them using project management tools to plan a theoretical Esports event.
- Homework: Write a two-page report on the experience of project management.

LESSON SEVEN: CLASS DISCUSSION – DEEP DIVE INTO LIVESTREAMING

- Discuss livestreaming from both a technological and sociological perspective.
- Review written materials discussing the social and cultural impact of livestreaming.
- Review materials that highlight the advent of livestreaming as a new broadcasting platform.
- Homework Assignment: Create your personal stream plan.
- Topical Assignment #3: Production Planning. (See requirements for Topical Assignments in Grading Criteria above.)

Materials for this class date: TBA

LESSON EIGHT: PRACTICAL EXERCISE – HANDS ON PRODUCTION LINE TRAINING

- Students will be introduced to an industry facility manager and production manager to discuss production crew roles, expectations, and responsibilities.

- Students will gain hands-on experience in a variety of production line roles such as camera crew, lighting, sound, post-production, graphic artist, hair & make-up, etc.
- Homework: Write a two-page report on the experience of the production line.

LESSON NINE: MIDTERM EXAM

- Event Proposal Presentations Due
- Students will take a comprehensive written exam covering all topics that tests their practical knowledge of Esports production and invites them to creatively solve common production scenarios and challenges.

LESSON TEN: PRACTICAL EXERCISE – HANDS-ON PRODUCTION CREW TRAINING & DISCUSSION OF FINAL PROJECT

- Students will gain valuable experience in production crew roles and guidance on how to succeed in such roles.
- Instructor will go over the final project and all necessary materials:
 - Event proposal
 - Run-of-show
 - Proof-of-concept
- Homework: Write a two-page report on the experience of the production crew training.

LESSON ELEVEN: CLASS DISCUSSION – STANDARDS, ETHICS, AND THE LAW

- Quiz: Production Process, Concept to Completion
- Students will discuss industry standards and ethics regarding Esports production.
- Students will discuss their rights as contractors in the Esports industry and the types of contracts that they will typically encounter.
- Review of instances where the law and Esports have intersected.
- Topical Assignment #4: Production Line processes and roles. (See requirements for Topical Assignments in Grading Criteria above.)

Materials for this class date: TBA

LESSON TWELVE: PRACTICAL EXERCISE – HANDS-ON PRODUCTION CREW TRAINING

- Students will gain valuable experience in production crew roles and guidance on how to succeed in such roles.
- Students are encouraged to use this lab date to work on their final projects.
- Homework: Write a two-page report on the experience of the production crew training.

LESSON THIRTEEN: CLASS DISCUSSION – SPECIAL TOPICS: GAMING AND PARASOCIAL PHENOMENON

- Quiz: Standards, Ethics and Laws of Digital Entertainment, Esports and Game Development
- Discussion of parasocial phenomenon surrounding gaming, streaming, and Esports.
- Discussion of the benefits and the downsides of livestreaming & gaming culture and how it has affected society in a constantly live and online culture.
- Discussion of how gaming has personally affected students.

- Homework Assignment: Choose a side: benefit or downside of livestreaming and gaming culture and provide examples to support your side.
- Topical Assignment #5: Ethical Standards and the Law. (See requirements for Topical Assignments in Grading Criteria above.)

Materials for this class date: TBA

LESSON FOURTEEN: PRACTICAL EXERCISE – HANDS-ON PRODUCTION CREW TRAINING

- Students will gain valuable experience in production crew roles and guidance on how to succeed in such roles.
- Students are encouraged to use this lab date to work on their final projects.
- Topical Assignment #6: Topic TBD by Instructor. (See requirements for Topical Assignments in Grading Criteria above.)

LESSON FIFTEEN: CLASS DISCUSSION – PRESENTATIONS

- Quiz: Review of Equipment and Technology
- Students will provide a presentation on their event proposal and discuss what their event is meant to achieve, how it will achieve intended goals, and the planned results of their event.
- **No weekly response is due this week.**

LESSON SIXTEEN: PRACTICAL EXERCISE – FINAL LAB DAY AND CLASS MEETING

- Final day of hands-on production experience and guidance.
- Brief class meeting to recap the course and to discuss whether this course has achieved its intended purpose and outcomes.
- FINAL PROJECT (Event proposal, run of show, and proof of concept) will be due

GFA CLASS POLICIES

- 1. Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**
- 2. All students must remain in GFA campus-designated areas only and are restricted from all other areas on site**
- 3. Students on campuses may be issued badges and should have those badges with them at all times they are on location.**

Violations of GFA Class Policies may result in immediate dismissal from class or removal from the GFA Program.

ATTENDANCE

Students are expected to be punctual and attend all classes for which they are registered. Instructors will keep an accurate record of class attendance. Students anticipating an absence or tardy should contact the instructor in advance or provide notification as soon as possible. It is the responsibility of the student to account for instructional time missed and to seek permission for make-up work at the discretion of the instructor. If the student does not attend classes, submit

assignments, or, when applicable, contact instructors in a timely manner (either in person, phone, or e-mail), a failing grade(s) may be issued.

Students are given in-class attendance/participation assignments that cannot be made up if absent.

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week for six hours, you cannot miss more than 2 class sessions and pass the course. If your class meets two days a week for three hours, you cannot miss more than 3 class sessions and pass the course.

**THE FOLLOWING EVALUATION IS USED TO ASSIST IN DETERMINING
POSSIBLE INTERNSHIP/APPRENTICESHIP PLACEMENT**

INSTRUCTOR EVALUATION OF STUDENT

NAME OF STUDENT: _____

INSTITUTION: _____

COURSE & INSTRUCTOR: _____

GRADE: _____ **# OF ABSENCES:** _____ **# OF TARDIES:** _____

On a scale 1 (Poor) to 5 (Excellent):

How would you rate the student's in-class performance and participation?

1 2 3 4 5

How would you rate the student's performance in demonstrating digital entertainment and Esports skills?

1 2 3 4 5

How would you rate the student's communication, both written and verbal?

1 2 3 4 5

How would you rate the student's demonstration of professionalism?

1 2 3 4 5

How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 2 3 4 5

How would you rate the student's overall work ethic, as demonstrated in class and during lab exercises?

1 2 3 4 5

POINT TOTAL: _____

Instructor's Final Evaluation

Recommend Consider Neutral Discourage Strongly Discourage

Instructor's Notes: _____

RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT

Question 1: How would you rate the student's in-class performance and participation?

1 (Poor)

- The student consistently arrives late for class
- The student consistently arrives unprepared for class activities
- The student consistently submits homework late, or not at all
- The student does not demonstrate an interest in mastering tasks
- The student does not participate in class activities

2 (Below Average)

- The student sometimes arrives late for class
- The student sometimes arrives unprepared for class
- The student sometimes submits homework late, or not at all
- The student only occasionally demonstrates an interest in mastering tasks
- The student only occasionally participates in class activities

3 (Average)

- The student regularly arrives on time for class
- The student regularly arrives prepared for class activities
- The student regularly submits homework on time
- The student regularly applies themselves to learning skills
- The student regularly volunteers for class activities

4 (Above Average)

- The student always arrives on time for class
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student often assists others in mastering tasks
- The student often undertakes tasks of their own initiative
- The student consistently volunteers for class activities

5 (Excellent)

- The student always arrives on time for class, or early
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student consistently assists others in mastering tasks
- The student consistently undertakes tasks of their own initiative
- The student always volunteers for class activities

Question 2: How would you rate the student's performance in demonstrating digital entertainment and Esports skills?

1 (Poor)

- The student does not display basic project management and organization skills
- The student does not demonstrate understanding of digital entertainment and Esports workflows
- The student does not demonstrate basic skills or understanding of equipment and technology
- The student does not demonstrate basic skills or understanding of processes and procedures for digital entertainment and Esports events
- The student has not improved their overall digital entertainment and Esports skill set during the course

2 (Below Average)

- The student demonstrates moderate project management and organization skills
- The student demonstrates moderate skill in digital entertainment and Esports workflows
- The student demonstrates moderate skills and understanding of equipment and technology
- The student demonstrates moderate skills and understanding of processes and procedures for digital entertainment and Esports events.
- The student has somewhat improved their overall digital entertainment and Esports skill set during the course

3 (Average)

- The student demonstrates adequate project management and organization skills
- The student demonstrates adequate skill in digital entertainment and Esports workflows
- The student demonstrates adequate skills and understanding of equipment and technology
- The student demonstrates adequate skills and understanding of processes and procedures for digital entertainment and Esports events.
- The student has improved their overall digital entertainment and Esports skill set during the course

4 (Above Average)

- The student demonstrates competency in project management and organization skills
- The student demonstrates competency in digital entertainment and Esports workflows
- The student demonstrates competency with equipment and technology
- The student demonstrates competency with processes and procedures for digital entertainment and Esports events
- The student has substantially improved their overall digital entertainment and Esports skill set during the course

5 (Excellent)

- The student demonstrates mastery of project management and organization
- The student demonstrates mastery of digital entertainment and Esports workflows
- The student demonstrates mastery with equipment and technology
- The student demonstrates mastery with processes and procedures for digital entertainment and Esports events
- The student has substantially improved their digital entertainment and Esports skill set during the course

Question 3: How would you rate the student's communication, both written and verbal?

1 (Poor)

- The student's written communication rarely or never demonstrates clarity
- The student's written communication rarely or never demonstrates accuracy
- The student rarely or never participates positively during in class discussions
- The student's verbal communication rarely or never demonstrates clarity
- The student's verbal communication rarely or never demonstrates accuracy
- The student's verbal communication rarely demonstrates appropriate politeness with instructor
- The student's verbal communication rarely demonstrates appropriate politeness when interacting with or collaborating with other students

2 (Below Average)

- The student's written communication only occasionally demonstrates clarity
- The student's written communication only occasionally demonstrates accuracy
- The student only occasionally participates positively during in class discussions
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness with instructor

- The student's verbal communications only occasionally demonstrate appropriate politeness when interacting with or collaborating with other students

3 (Average)

- The student's written communication consistently demonstrates clarity
- The student's written communication consistently demonstrates accuracy
- The student often participates positively during in class discussions
- The student's verbal communication consistently demonstrates clarity
- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

4 (Above Average)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student almost always participates positively during in class discussions
- The student's verbal communication almost always demonstrates clarity
- The student's verbal communication almost always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student always participates positively during in class discussions
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness with instructor
- The student consistently demonstrates appropriate politeness when interacting with or collaborating with other students

Question 4: How would you rate the student's demonstration of professionalism?

1 (Poor)

- The student rarely or never demonstrates a respectful interaction with other students
- The student rarely or never demonstrates a respectful interaction with the instructor
- The student rarely or never treats the school's equipment with proper care
- The student rarely or never treats the school's facilities with proper care

2 (Below Average)

- The student only occasionally demonstrates a respectful interaction with other students
- The student only occasionally demonstrates a respectful interaction with the instructor
- The student only occasionally treats the school's equipment with proper care
- The student only or occasionally the school's facilities with proper care

3 (Average)

- The student consistently demonstrates a respectful interaction with other students
- The student consistently demonstrates a respectful interaction with the instructor
- The student consistently treats the school's equipment with proper care
- The student consistently treats the school's facilities with proper care

4 (Above Average)

- The student always demonstrates a respectful interaction with other students
- The student occasionally assists other students

- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student occasionally assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student occasionally assists faculty and staff with facility maintenance

5 (Excellent)

- The student always demonstrates a respectful interaction with other students
- The student consistently assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student consistently assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student consistently assists faculty and staff with facility maintenance

Question 5: How would you rate the student's commitment to the industry, in terms of learning standards and technical fundamentals?

1 (Poor)

- The student rarely or never demonstrates an understanding of hierarchy in the digital entertainment and Esports production department
- The student rarely or never demonstrates an understanding of the integration of various digital entertainment and Esports production departments
- The student rarely or never demonstrates an understanding of technical fundamentals
- The student rarely or never demonstrates a pursuit of digital entertainment and Esports production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of hierarchy in the digital entertainment and Esports production department
- The student only occasionally demonstrates an understanding of the integration of various digital entertainment and Esports production departments
- The student only occasionally demonstrates an understanding of technical fundamentals
- The student only occasionally demonstrates a pursuit of digital entertainment and Esports production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of hierarchy in the digital entertainment and Esports production department
- The student consistently demonstrates an understanding of the integration of various digital entertainment and Esports production departments
- The student consistently demonstrates an understanding of technical fundamentals
- The student consistently demonstrates a pursuit of digital entertainment and Esports production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of hierarchy in the digital entertainment and Esports production department
- The student always demonstrates an understanding of the integration of various digital entertainment and Esports production departments
- The student always displays enthusiasm for the craft of digital entertainment and Esports production
- The student always demonstrates an understanding of technical fundamentals
- The student occasionally assists others with understanding technical fundamentals

- The student always demonstrates a pursuit of digital entertainment and Esports production knowledge outside of class
- The student occasionally assists others with the pursuit of digital entertainment and Esports production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of hierarchy in the digital entertainment and Esports production department
- The student always demonstrates an understanding of the integration of various digital entertainment and Esports production departments
- The student always displays enthusiasm for the craft of digital entertainment and Esports production
- The student always demonstrates an understanding of technical fundamentals
- The student consistently assists others with understanding technical fundamentals
- The student always demonstrates a pursuit of digital entertainment and Esports production knowledge outside of class
- The student consistently assists others with the pursuit of digital entertainment and Esports production knowledge outside of class

Question 6: How would you rate the student's overall work ethic, as demonstrated in class and during lab exercises?

1 (Poor)

- The student rarely or never demonstrates a positive attitude in the edit lab
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to technical problems
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude in the edit lab
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to technical problems
- The student only occasionally performs at their maximum potential

3 (Average)

- The student consistently demonstrates a positive attitude in the edit lab
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to technical problems
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on in the edit lab
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with technical problems
- The student always demonstrates the ability to respond quickly to technical problems
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude in the edit lab
- The student always demonstrates good problem-solving skills
- The student consistently assists others with technical problems
- The student always demonstrates the ability to respond quickly to technical problems
- The student always performs at their maximum potential

- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential

GFA - 3520 - Dig Entrtmnt & Esprt Creat Dev

2022-2023 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*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - 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 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*

GFA

Course Number* 3520

Course Title* Dig Entrtmnt & Esprt Creat Dev

Long Course Title Digital Entertainment & ESports Creative Development

Course Type*

Georgia Film Academy

Catalog Course Description* This course is designed to examine the process and techniques of professional hosting and livecasting for Digital Entertainment and Esports. Students will develop techniques for on-camera and public speaking scenarios by creating content specific to the industry. Topics will include play-by-play casting, analyst desk hosting, breath and tone control, pickups and drops, and interviewing. Additionally, students will explore the self-analysis process. Within the context of performance and broadcast theory, students will apply the appropriate style and tone for various genres of Digital Entertainment and Esports casting as they create an industry-standard demo reel.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

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

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

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

Prerequisites GFA 1500

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions None

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? 2

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* GFA 3520 is a course option in the new GFC/GFA Digital Entertainment, ESports and Game Development Certification Pathway. We have new programs that are being developed that will include this new certificate pathway including a new nexus degree. Additionally, UWG has existing programs, like the BIS degree, in which the certificate pathway can be embedded. For these programmatic reasons, we are adding this course to our catalog.

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

OBJECTIVE 1 - Describe the job descriptions and responsibilities for produced segments as an analyst, host, play by play, or interviewer in professional Digital Entertainment and Esports events.
OBJECTIVE 2 - Demonstrate appropriate presentation techniques for on-camera hosting.
OBJECTIVE 3 - Demonstrate proficiency with essential equipment and procedures for livecasting Digital Entertainment and Esports events.
OBJECTIVE 4 - Create a professional pitch, including a demo reel, resume, and query letter.
OBJECTIVE 5 - Identify the similarities and differences of different Hosting & Casting roles.

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* 10 - 20

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.



GEORGIA FILM®
ACADEMY

**GEORGIA FILM ACADEMY - 3520
DIGITAL ENTERTAINMENT & ESPORTS CREATIVE DEVELOPMENT
COURSE SYLLABUS**

Credits: 6

Prerequisite: GFA 1500 Introduction to Digital Entertainment, Esports & Game Development

Classroom: TBA

Instructor: XXX

Contact Email: XXX

Section: XXX

Semester: XXX

Class Sessions: XXX

Office Hours: by appointment only

Class Sessions Consist of:

1. In-person Lessons for Practical Application
2. Video, Reading and Activity Assignments done online at home through Desire 2 Learn (D2L)

Required Texts: None

Materials/Tools Required:

- Laptop or desktop computer (PC or Mac) with Internet Access
- Closed-toe shoes
- Clothing appropriate for class activities

COURSE GOAL

GFA 3520: Digital Entertainment & Esports Creative Development provides students with the knowledge and practical skills required of a professional live-casting and hosting talent, as well as the theoretical context for various performances. Students will study live-casting for Digital Entertainment and Esports of various genres, and hosting for interviews and analyst desks, while developing skills for career advancement in the field.

COURSE DESCRIPTION

This course is designed to examine the process and techniques of professional hosting and live-casting for Digital Entertainment and Esports. Students will develop techniques for on-camera and public speaking scenarios by creating content specific to the industry. Topics will include play-by-play casting, analyst desk hosting, breath and tone control, pickups and drops, and interviewing. Additionally, students will explore the self-analysis process. Within the context of performance and broadcast theory, students will apply the appropriate style and tone for various genres of Digital Entertainment and Esports casting as they create an industry-standard demo reel.

METHODS OF INSTRUCTION:

The course will be presented through lectures, demonstrations, group activities, discussions, audio-visual materials, written assignments, research assignments, potential guest speakers, field trips and tests.

Importantly, the course features a practical hands-on approach that requires physical activity.

Students will be expected to participate in practical exercises in a way that is safe and productive to a group learning environment. Students will be operating computer equipment, video cameras and production equipment and should treat equipment appropriately to avoid damage.

The most important part of the course will be student participation. In the world of casting, there is no substitute for repetition and practice. With that in mind, there will be significant time in the class casting and practicing different styles, with subsequent review with the instructor and other students.

Some classes may take place in a professional Esports or Digital Entertainment production facility, and students should anticipate attending on site. More information will be provided by the Instructor on the first day of class.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Describe the job descriptions and responsibilities for produced segments as an analyst, host, play by play, or interviewer in professional Digital Entertainment and Esports events.

OBJECTIVE 2 - Demonstrate appropriate presentation techniques for on-camera hosting.

OBJECTIVE 3 - Demonstrate proficiency with essential equipment and procedures for live-casting Digital Entertainment and Esports events.

OBJECTIVE 4 - Create a professional pitch, including a demo reel, resume and query letter.

OBJECTIVE 5 - Identify the similarities and differences of different Hosting & Casting roles.

GRADING CRITERIA

1) In-Class Participation – 50% (total)

The fastest and easiest way to improve the skills required as a professional host is to simply practice. A significant portion of each class will consist of practicing live-casting, with a focus on the particular techniques we cover in the lecture of each class. After each practice session, students will be asked to provide feedback on each other's performances. Being able to receive and provide meaningful feedback in a positive manner will be factored into this grade. A rubric will be provided by the Instructor.

In-Class Participation - Performance	25%
In Class Participation - Feedback	25%

2) Written Assignments - 10% (total)

There will be two written assignments that students are expected to complete. These will be due the class after they are assigned.

- Written Assignment 1
 - In depth breakdown of a Digital Entertainment and/or Esports caster from any Digital Entertainment/Esports event. The breakdown must include theory and high-level analysis of the decisions made by the production and caster.
- Written Assignment 2
 - Pick a sporting event and an Esports event, then compare and contrast the commentary styles. Students must provide a thorough analysis, to include rationale for commentary styles and how they would implement these decisions into other events.

3) Homework - 10% (total)

4) Written Tests - 10% (total)

- Written Test #1 on Lesson 3
- Written Test #2 (Midterm) on Lesson 6 is cumulative
- Written Test #3 on Lesson 12
- Written Test #4 (Final Exam) on Lesson 15 is cumulative

5) Practical Midterm 10% - Full broadcast run through

Students will be grouped into groups of 4 and expected to put on a full esports broadcast (from a talent perspective.) Students will complete both a desk segment and a casting

segment for the midterm. Students must be willing to engage in discussion and feedback around the event itself.

6) Final Practical Exam 10% -

- **Create a demo reel**
 - Students will record and edit a demo reel as a Digital Entertainment and/or Esports host, based on examples provided by the Instructor. Within the context of performance and broadcast theory, students will apply the appropriate style and tone for various genres of Digital Entertainment and Esports casting as they create an industry-standard demo reel that serves to advance them in their career(s).

CLASS PRODUCTION GUIDELINES

The course includes a **Final Practical Exam**, which will consist of creating a demo reel.

The following rules must be adhered to:

1. Proper safety protocols and industry standard procedures must be followed at all times.
2. All equipment must be handled responsibly, and in the event of damage should be promptly reported to the Facilities Manager **within 24 hours**.
3. All productions must take place within the designated spaces allotted to GFA. Questions about what space is permissible should be directed to the Facilities Manager.
4. Productions utilizing any indoor or outdoor space other than the assigned classroom or workshop must notify the Facilities Manager one week in advance.
5. Requested filming or event operation locations outside of the assigned classroom or workshop may be available on a first-come-first-served basis, at the discretion of the Facilities Manager.
6. If additional help and student oversight assistance is needed, the request should be submitted to Facilities Manager at least seven (7) days in advance, and will be assigned based on availability of GFA staff, on a first-come-first-served basis.
7. Absolutely **NO WEAPONS (in physical form)** may be used, including but not limited to prop or “dummy” guns, knives, swords, nunchucks, axes, spears, javelins, throwing sticks, brass knuckles, etc. Note that students are allowed to use a video-game that depicts weapons on the screen as a part of gameplay; but students should not bring or reproduce weapons in a physical form.
8. Absolutely **NO SMOKING** may be depicted or promoted, including cigarettes, cigars, vaping products. Crew who smoke must, as always, use designated areas on campus, and should never smoke near the set or equipment.
9. Absolutely **NO DRUG USE** may be depicted or promoted.

Any questions about class productions should be directed to the Facilities Manager at TBA@usg.edu.

Additionally, questions or concerns about specific class projects can be directed to faculty liaison at TBA@usg.edu.

COURSE WEIGHTS:

In-Class Participation - Performance	25%
In Class Participation - Feedback	25%
Written Assignment 1	5%
Written Assignment 2	5%
Homework	10%
Written Tests	10%
Practical Midterm	10%
Final (demo reel)	10%
TOTAL	100%

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

A = 90 - 100	D = 60 - 69
B = 80 - 89	F = 59 and below
C = 70 - 79	

Students who receive a grade of D, F, U, W or WF three times for the same course will be prohibited from retaking the course.

In order for a student to receive course credit, the final weighted average of all course assessments must be 70 percent, "C." However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of "F."

In order for a student to be considered for an internship/apprenticeship position, the final weighted average of all course assessments must be at least 80 percent, "B." In certain circumstances, a grade of "C" will be sufficient to attain an internship/apprenticeship.

COURSE CALENDAR

NOTE: This schedule and outline is intended to give students guidance in what may be covered during the course, and is subject to change. The Instructor reserves the right to modify and augment materials as needed, and to cover the course topics at the Instructor's discretion. All changes will be discussed with the class beforehand.

LESSON ONE: INTRODUCTION TO DIGITAL ENTERTAINMENT & ESPORTS CASTING AND HOSTING

- Lecture & Discussion

- Syllabus - Course Goals & Responsibilities
- Covid Safety Protocols
- Different types of Casters
- Various Jobs and Hierarchies
- In Class Work
 - Discuss students' favorite Digital Entertainment or Esports events and their casters
 - Dissect different styles of casting
- Homework
 - Give 5 examples of “Chair 1” commentators and 5 examples of “Chair 2” commentators

LESSON TWO: THE TECHNICAL SIDE OF CASTING

- Lecture & Discussion
 - Breathing techniques
 - How to communicate through tone
- In Class Work
 - First practice casts and feedback
- Written Assignment 1
 - In depth breakdown of a Digital Entertainment and/or Esports caster from any Esports event.
- Homework
 - Review technical manuals and identify the proper settings for live-casting in a one-page report

LESSON THREE: HOSTING

- Written Assignment 1 Due
- Written Test #1
- Lecture & Discussion
 - How is Hosting different from Casting?
 - Types of Hosting
 - How Hosts work with engineers
 - In Class Work
 - Practice desk hosting
 - Feedback
- Homework
 - TBA
 - One-page written self-analysis of in-class performance

LESSON FOUR: SPORTS VS ESPORTS

- Lecture & Discussion
 - How do various sports commentary styles compare to Digital Entertainment and Esports commentary styles?
 - How do Esports compare to Esports of a different genre?
 - Utilizing theories from traditional sports analysis

- Review of Written Assignment #1
- In Class Work
 - Watch and discuss examples of established professional hosts and casters
 - Practice casting
- Written Assignment 2
 - Pick a sporting event and an Esport event - compare how their commentary styles are similar and how they are different

LESSON FIVE: ON CAMERA PRESENCE

- Written Assignment #2 Due
- Lecture & Discussion
 - On Camera Presence
 - Where to look, what to do with your hands, etc
 - Headsets
 - Utilizing theories from traditional performance arts
 - Acting styles and techniques
- In Class Work
 - Camera exercises
- Homework
 - TBA
 - One-page written self-analysis of in-class performance

LESSON SIX: MIDTERM EXAM

- Written Test #2 (Midterm)
- In Class
 - In groups of 4, students will implement a full broadcast for a game of their choosing.
 - As a team, set up equipment for live-casting.
 - Two students will host as analyst desk pre and post-game segments.
 - Two students will cast for game play.
 - If time allows, rotate positions for a second game.

LESSON SEVEN: SPECIALIZED EVENTS

- Lecture & Discussion
 - Specialized Events
 - Patch notes
 - Announcements
 - Sponsor promos or short videos
- In Class
 - Students will write their own promo/announcements and execute them.
- Homework
 - Pick a special event from a game of your choosing, and write three paragraphs on how you would implement the show

LESSON EIGHT: INTERVIEWING TECHNIQUES

- Lecture & Discussion
 - Interview Techniques
 - Long form
 - Interview Questions
 - Pregame
 - Postgame
 - Utilizing theories from traditional broadcast journalism
- In Class Work
 - Students will interview each other in different scenarios
- Homework
 - Record an interview to share with the class

LESSON NINE: CASTING REVIEWS

- Lecture & Discussion
 - Reviews
- In Class Work
 - Practice Live-casting and Hosting in small groups
 - Feedback as group discussion
- Homework
 - Record a live-cast or desk analyst piece
 - One-page written self-analysis of in-class performance

LESSON TEN: CONTENT CREATION

- Lecture & Discussion
 - Making Professional Content
 - OBS (open broadcast)
 - Live vs VOD content
 - Building profile & networking
 - Social media platforms (youtube, twitch, etc)
 - File types and upload procedures
 - Livestreaming technology
 - Utilizing theories from traditional film and television production
 - Eyelines, screen direction and continuity
 - Camera and lighting techniques
- In Class Work
 - Record some content for peer review
- Homework
 - Create content, such as a Twitch stream or YouTube video
 - One-page written self-analysis of in-class performance

LESSON ELEVEN: WORKING IN A STUDIO

- Lecture & Discussion
 - Tour a studio

- Go through the different roles of production for a Digital Entertainment and/or Esports broadcast
- In Class Work
 - Live-Casting Practice
 - Performance techniques
 - On Camera
 - Co-hosting
 - Studio Space
 - Desk Analysts
 - Casting with Live Audience
- Homework: One page journal reflection

LESSON TWELVE: HOW TO PREPARE FOR A NEW GAME

- Written Test #3
- Lecture & Discussion
 - Understanding Freelancing
 - Career Development
 - Professional Resumes & Query Letters
 - Techniques for finding employment
- In Class Work
 - Quickly learn a new game then cast it immediately
- Homework
 - Do a practice segment on a game you haven't worked on yet
 - One-page written self-analysis of in-class performance
 - Research and submit to two potential employers and
 - Create a query letter for each employer
 - Create a resume for each employer

LESSON THIRTEEN: CASTING REVIEWS WITH RECORDINGS

- Lecture and Discussion
 - Digital Entertainment and Esports Demo reel styles and techniques
 - Live-casting events
 - Opening and Analyst Desk
 - Voiceover
 - Interview s
 - Marketing and Promotion techniques
 - In Class Work: TBD
 - Practice desks and casts
- Homework
 - Record a cast or desk (can be with someone else in the class or someone not in the class)

LESSON FOURTEEN: HOW TO MAKE A DEMO REEL

- Lecture and Discussion

- Making a demo reel
 - Recording
 - Editing
 - Graphics
- Examples of industry professional demo reels
- Uploading procedures for Twitch, YouTube or other outlets
- In Class Work:
 - More practice casts with recording for demo reel
- Homework
 - Record a cast (can be with someone else in the class or someone not in the class)

LESSON FIFTEEN: CASTING REVIEWS WITH RECORDINGS

- Written Test #4 (Final Exam)
- In Class Work:
 - Preparing for final
 - Getting final recordings in for demo reel
- Homework
 - Record a casting or hosting event

LESSON SIXTEEN: DEMO REEL REVIEW

- In Class Work:
 - Give feedback on peer demo reels
 - Career advice
 - Preparing for other advanced courses

GFA CLASS POLICIES

1. **Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**
2. **All students on an industry location field trip must remain in GFA-designated areas only, and are restricted from other areas.**

Violations of GFA Class Policies may result in immediate dismissal from class or removal from the GFA Program.

ATTENDANCE

Students are expected to be punctual and attend all classes for which they are registered. Instructors will keep an accurate record of class attendance. Students anticipating an absence or tardy should contact the instructor in advance or provide notification as soon as possible. It is the responsibility of the student to account for instructional time missed and to seek permission for make-up work at the discretion of the instructor. If the student does not attend classes, submit assignments, or, when applicable, contact instructors in a timely manner (either in person, phone, or e-mail), a failing grade(s) may be issued.

Students are given in-class attendance/participation assignments that cannot be made up if absent.

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week for six hours, you cannot miss more than 2 class sessions and pass the course. If your class meets two days a week for three hours, you cannot miss more than 3 class sessions and pass the course.

INSTRUCTOR EVALUATION OF STUDENT FOR GFA INTERNSHIP

NAME OF STUDENT: _____

INSTITUTION: _____

SEMESTER: _____

GFA 2520 INSTRUCTOR: _____

CURRENT GRADE: _____ **# OF ABSENCES:** _____ **# OF TARDIES:** _____

On a scale 1 (Poor) to 5 (Excellent):

How would you rate the student's in-class performance and participation?

1 2 3 4 5

How would you rate the student's performance in demonstrating digital entertainment and esports event skills?

1 2 3 4 5

How would you rate the student's communication, both written and verbal?

1 2 3 4 5

How would you rate the student's demonstration of professionalism?

1 2 3 4 5

How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 2 3 4 5

How would you rate the student's overall work ethic, as demonstrated in class and during production?

1 2 3 4 5

POINT TOTAL: _____

Instructor's Final Evaluation

Recommend Consider Neutral Discourage Strongly Discourage

Instructor's Notes:

STUDENT'S INTERNSHIP PREFERENCE: _____

RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT

Question 1: How would you rate the student's in-class performance and participation?

1 (Poor)

- The student consistently arrives late for class
- The student consistently arrives unprepared for class activities
- The student consistently submits homework late, or not at all
- The student does not demonstrate an interest in mastering tasks
- The student does not participate in class activities

2 (Below Average)

- The student sometimes arrives late for class
- The student sometimes arrives unprepared for class
- The student sometimes submits homework late, or not at all
- The student only occasionally demonstrates an interest in mastering tasks
- The student only occasionally participates in class activities

3 (Average)

- The student regularly arrives on time for class
- The student regularly arrives prepared for class activities
- The student regularly submits homework on time
- The student regularly applies themselves to learning skills
- The student regularly volunteers for class activities

4 (Above Average)

- The student always arrives on time for class
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student often assists others in mastering tasks
- The student often undertakes tasks of their own initiative
- The student consistently volunteers for class activities

5 (Excellent)

- The student always arrives on time for class, or early
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student consistently assists others in mastering tasks
- The student consistently undertakes tasks of their own initiative
- The student always volunteers for class activities

Question 2: How would you rate the student's performance in demonstrating esports event skills?

1 (Poor)

- The student demonstrates inadequate understanding of essential communication
- The student has not improved their overall event production skill set during the course
- The student does not demonstrate the skills needed for the department of their preference
- The student does not demonstrate proper event venue etiquette
- The student does not adequately operate the equipment needed for the department of their preference

2 (Below Average)

- The student demonstrates moderate understanding of essential communication
- The student has moderately improved their overall event production skill set during the course
- The student moderately demonstrates the skills needed for the department of their preference
- The student moderately demonstrates proper event venue etiquette
- The student moderately operates the equipment needed for the department of their preference

3 (Average)

- The student demonstrates adequate understanding of essential communication
- The student has adequately improved their overall event production skill set during the course

- The student adequately demonstrates the skills needed for the department of their preference
- The student adequately demonstrates proper event venue etiquette
- The student adequately operates the equipment needed for the department of their preference

4 (Above Average)

- The student demonstrates a mastery of essential communication
- The student has substantially improved their overall event production skill set during the course
- The student occasionally assists others with improving their overall event production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student occasionally assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper event venue etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student occasionally assists others with mastering the equipment needed for the department of their preference

5 (Excellent)

- The student demonstrates a mastery of essential communication
- The student has substantially improved their overall event production skill set during the course
- The student consistently assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student consistently assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper event venue etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student consistently assists others with mastering the equipment needed for the department of their preference

Question 3: How would you rate the student's communication, both written and verbal?

1 (Poor)

- The student's written communication rarely or never demonstrates clarity
- The student's written communication rarely or never demonstrates accuracy
- The student's in-class presentations are incohesive
- The student's verbal communication rarely or never demonstrates clarity
- The student's verbal communication rarely or never demonstrates accuracy
- The student's verbal communication rarely demonstrates appropriate politeness

2 (Below Average)

- The student's written communication only occasionally demonstrates clarity
- The student's written communication only occasionally demonstrates accuracy
- The student's in-class presentations are somewhat incohesive
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness

3 (Average)

- The student's written communication consistently demonstrates clarity
- The student's written communication consistently demonstrates accuracy
- The student's in-class presentations are cohesive
- The student's verbal communication consistently demonstrates clarity
- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness

4 (Above Average)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student occasionally assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student occasionally assists other students with improving their verbal communications

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student consistently assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student consistently assists other students with improving their verbal communications

Question 4: How would you rate the student's demonstration of professionalism?

1 (Poor)

- The student rarely or never demonstrates a respectful interaction with other students
- The student rarely or never demonstrates a respectful interaction with the instructor
- The student rarely or never treats the school's equipment with proper care
- The student rarely or never treats the school's facilities with proper care

2 (Below Average)

- The student only occasionally demonstrates a respectful interaction with other students
- The student only occasionally demonstrates a respectful interaction with the instructor
- The student only occasionally treats the school's equipment with proper care
- The student only or occasionally the school's facilities with proper care

3 (Average)

- The student consistently demonstrates a respectful interaction with other students
- The student consistently demonstrates a respectful interaction with the instructor
- The student consistently treats the school's equipment with proper care
- The student consistently treats the school's facilities with proper care

4 (Above Average)

- The student always demonstrates a respectful interaction with other students
- The student occasionally assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student occasionally assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student occasionally assists faculty and staff with facility maintenance

5 (Excellent)

- The student always demonstrates a respectful interaction with other students
- The student consistently assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student consistently assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student consistently assists faculty and staff with facility maintenance

Question 5: How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1 (Poor)

- The student rarely or never demonstrates an understanding of departmental hierarchy
- The student rarely or never demonstrates an understanding of the integration of various departments
- The student rarely or never demonstrates an understanding of safety protocols and regulations
- The student rarely or never demonstrates a pursuit of production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of departmental hierarchy
- The student only occasionally demonstrates an understanding of the integration of various departments
- The student only occasionally demonstrates an understanding of safety protocols and regulations
- The student only occasionally demonstrates a pursuit of production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of departmental hierarchy
- The student consistently demonstrates an understanding of the integration of various departments
- The student consistently demonstrates an understanding of safety protocols and regulations
- The student consistently demonstrates a pursuit of production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of departmental hierarchy
- The student occasionally assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student occasionally assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student occasionally assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student occasionally assists others with the pursuit of production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of departmental hierarchy
- The student consistently assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student consistently assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student consistently assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class

- The student consistently assists others with the pursuit of production knowledge outside of class

Question 6: How would you rate the student's overall work ethic, as demonstrated in class and during production?

1 (Poor)

- The student rarely or never demonstrates a positive attitude on set
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to multiple situations
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude on set
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to multiple situations
- The student only occasionally performs at their maximum potential

3 (Average)

- The student consistently demonstrates a positive attitude on set
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to multiple situations
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student consistently assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential

- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential

Criminology, B.S. Policing Concentration

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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**School/
Department***

Department of Civic Engagement and Public Service

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

Is this a College of Education Program?* Yes No

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

Is this 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* Criminology, B.S. Policing Concentration

Program ID - DO 18
NOT EDIT*

Program Code - DO 18
NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description* To be admitted into the B.S. program in Criminology, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Objectives for Criminology Students

Upon graduation from the undergraduate program in criminology, a student will be able to

describe, explain, and critically evaluate/apply the role of...

Corrections and social services in criminal justice and criminology

Policing in criminal justice and criminology

Law and legal systems in criminal justice and criminology

Diversity and global perspectives in criminal justice and criminology

Theory and philosophy in criminal justice and criminology

Social scientific research and analytic methods in criminal justice and criminology

Status* Active-Visible Inactive-Hidden

Program Location*

Online

Requirement

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

Core Curriculum

Core Area F: 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
CRIM 2275 Introduction to Corrections
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Policing Concentration: 21 Hours

CRIM 3323 Criminal Law
CRIM 3411 Criminal Investigations
**CRIM 3501 Advanced Criminal
Investigations**
CRIM 4007 Crime Mapping
CRIM 4068 Conflict Management in Policing

CRIM 4334 Human Trafficking
CRIM 4251 Contemporary Issues in Policing

Area Courses: 9 Hours

Global & Diversity (Pick 1): 3 Hours

CRIM 4911 Terrorism
CRIM 4248 International Comparative Justice
CRIM 4279 Race and Crime
CRIM 4231 Women in the Criminal Justice System

Legal Studies (Pick 1): 3 Hours

CRIM 3900 Social Science and the Legal System
CRIM 4402 Prison Law
CRIM 4712 Law and Society

Corrections & Social Services (Pick 1): 3 Hours

CRIM 3241 Corrections
CRIM 4255 Youth, Crime and Community
CRIM 4232 Family Violence
CRIM 4260 Prisoner Reentry and Community Corrections
CRIM 4293 Correctional programs

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

General Electives: 6 Hours

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Rationale* The Criminology Program within the Department of Civic Engagement and Public Service aims to offer a policing concentration within the existing Bachelor of Science in Criminology degree program. The concentration offers a degree with an in-depth concentration of policing, investigative, and analytic techniques, as well as insight police methods, including de escalation and conflict recognition and mediation.

In order to design this concentration, the following modifications were made to the Bachelors of Science in Criminology: General Electives: Reduced from 12 hours to 6 hours Legal Studies Area: Reduced from 6 hours to 3 hours (CRIM 3323 – Criminal Law not an option in Legal Studies area since required in Policing Concentration); Corrections & Social Services Area: Reduced from 6 hours to 3 hours; Global & Diversity Area: Reduced from 6 hours to 3 hours; Police & Society Area/Policing Concentration: Increased from 6 hours to 21 hours

This is a modification to the existing Bachelor of Science in Criminology program.

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

For purposes of assessment, the concentration retains five of the six PLOs for the Bachelors of Science in Criminology. The policing area objective was replaced with two PLOs (#6-7) focused on investigatory and analytical methods of policing, as well as methods of insight policing (mediation and de escalation):

1. Describe, explain, and critically evaluate/apply the role of: corrections and social services in criminal justice and criminology
2. Describe, explain, and critically evaluate/apply the role of: law and legal systems in criminal justice and criminology
3. Describe, explain, and critically evaluate/apply the role of: diversity and global perspectives in criminal justice and criminology
4. Describe, explain, and critically evaluate/apply the role of: theory and philosophy in criminal justice and criminology
5. Describe, explain, and critically evaluate/apply the role of: social scientific research and analytic methods in criminal justice and criminology
6. Describe, explain, and critically evaluate/apply analytical and investigatory techniques to problems and procedures within policing
7. Describe, explain, and critically evaluate/apply current techniques of insight policing to problems and procedures within policing

SACSCOC Substantive Change

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


Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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


2.) Assessment Plan

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

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

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

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

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

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

New Courses for the Policing Concentration are in Red.
New PLOs for the Policing Concentration are highlighted in green.

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY XXXX	Interpretation & Use of Results	Improvement Plan
Describe, explain, and critically evaluate/apply the role of corrections and social services in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success.	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: introduce, reinforce, and master. * Introduce: CRIM 1100-Intro to CJ * Reinforce: CRIM 2275- Introduction to Corrections * Master: CRIM 4284-Senior Capstone Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on corrections will be drawn from CRIM 1100 to assess the introduce level, the score for a project in CRIM 2275 will be used to assess the reinforce level, and scores from a written project in CRIM 4284 will be used to assess the mastery level. The mean percentage score will likely be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceed the success criterion.	70%	% (average of the 3 medians, below) Introduce: % Median (N=; % of students scored at or above the 70% success criteria) Reinforce: % Median (N=; % of students scored at or above the 70% success criteria) Master: % Median (N=; % of students scored at or above the 70% success criteria)		
Describe, explain, and critically evaluate/apply analytical and investigatory techniques to problems and processes within policing	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: introduce, reinforce, and master. * Introduce: CRIM 2273-Criminal Procedure * Reinforce: CRIM 3501-Advanced Criminal Investigations * Master: CRIM 4284-Senior Capstone Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on analytical and investigative techniques will be drawn from CRIM 2273 to assess the introduce level, the score for a relevant assignment or project in CRIM 3501 will be used to assess the reinforce level, and scores from a written project in CRIM 4284 will be used to assess the mastery level. The mean percentage score will be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceed the success criterion.	70%	% (average of the 3 medians, below) Introduce: % Median (N=; % of students scored at or above the 70% success criteria) Reinforce: % Median (N=; % of students scored at or above the 70% success criteria) Master: % Median (N=; % of students scored at or above the 70% success criteria)		
Describe, explain, and critically evaluate/apply current methods of insight policing to conflict behavior	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: introduce, reinforce, and master. * Introduce: CRIM 2273-Criminal Procedure * Reinforce: CRIM 4068- Conflict Management and Policing * Master: CRIM 4284-Senior Capstone Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam focused on methods by which police resolve conflicts will be drawn from CRIM 2273 to assess the introduce level, the score for a relevant assignment or project in CRIM 4068 will be used to assess the reinforce level, and scores from a written project in CRIM 4284 will be used to assess the mastery level. The mean percentage score will be calculated by averaging the three median percentage scores (introduce, reinforce, and master) and will be reported in the AYXXXX column along with the breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceed the success criterion.	70%	% (average of the 3 medians, below) Introduce: % Median (N=; % of students scored at or above the 70% success criteria) Reinforce: % Median (N=; % of students scored at or above the 70% success criteria) Master: % Median (N=; % of students scored at or above the 70% success criteria)		
Describe, explain, and critically evaluate/apply the role of diversity and global perspectives in criminal justice and criminology	Strategic Imperative 1 - Student Success & Strategic Imperative 2 D - Academic Success	Data are anticipated to be collected from three sources to adequately assess three levels of understanding for this SLO: introduce, reinforce, and master. * Introduce: CRIM 1100-Intro to CJ * Reinforce: CRIM 4334-Human Trafficking * Master: CRIM 4284-Senior Capstone Data will be collected from assignments and projects which align with the SLO in each of the above courses. For example, test scores from an exam inclusive of diverse and global perspectives will be drawn from CRIM 1100 to assess the introduce level, the score for a relevant assignment or project in CRIM 4334 will be used to assess the reinforce level, and scores from a written project in CRIM 4284 will be used to assess the mastery level. The mean percentage score will be calculated by averaging the three median percentage scores and will be reported in the AYXXXX column along with a breakdown of scores by level. The overall level of success in achieving the outcome will be determined by the extent to which the mean score exceed the success criterion.	70%	% (average of the 3 medians, below) Introduce: % Median (N=; % of students scored at or above 70%) Reinforce: % Median (N=; % of students scored at or above the 70% success criteria.) Master: % Median (N=; % of students scored at or above the 70% success criteria)		

B.S. in Criminology with Policing Concentration

Curriculum

Core Area F (18 hours) CRIM 1100- Intro to Criminal Justice CRIM 2000- Survey of Criminology CRIM 2272- Intro to Law Enforcement CRIM 2273- Criminal Procedure CRIM 2275- Corrections CRIM 2276- Global Crime and Justice	Policing Concentration (21 hours) CRIM 3323- Criminal Law CRIM 3411 - Criminal Investigations CRIM 3501 - Advanced Criminal Investigations CRIM 4251 - Contemporary Issues in Policing CRIM 4068 - Conflict Management in Policing CRIM 4334 - Human Trafficking CRIM 4007 - Crime Mapping <i>*New Courses in Red</i>
Major Courses (12 hours) CRIM 3240-Theory CRIM 4000-Research Methods CRIM 4003-Statistics CRIM 4284-Senior Capstone	Criminal Justice Area Courses (9 hours) Corrections & Social Services Area Course (3 hours) Global & Diversity Area Course (3 hours) Legal Studies Area Course (3 hours)
Upper Division Supporting Courses for Criminology Major (12 hours, can be shared with minor)	General Electives (6 hours)

Changes to the Curriculum for Policing Concentration

- General Electives: Reduced from 12 hours to 6 hours
- Legal Studies Area: Reduced from 6 hours to 3 hours (CRIM 3323 – Criminal Law not an option in Legal Studies area since required in Policing Concentration)
- Corrections & Social Services Area: Reduced from 6 hours to 3 hours
- Global & Diversity Area: Reduced from 6 hours to 3 hours
- Police & Society Area: Increased from 6 hours to 21 hours

2022-2023

B.S. in Criminology with Policing Concentration

(Note: New Courses in Red)

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A: ENGL 1101 – English Composition I	3	Area A: ENGL 1102 – English Composition II	3
Area D-1: Science + Lab	4	Area A-2: MATH 1401 – Elementary Statistics (Recommended)	3
Area F: CRIM 1100 – Intro to Criminal Justice	3	Area B-1: Oral Communications	3
Area E-1 or E-2: Hist 1111/1112(World History) or Hist 2111/2112(US History)	3	Area E-1 or E-2: Hist 1111/1112(World History) or Hist 2111/2112(US History)	3
Area B-2: XIDS 2002 – What do you know about...	2	Area F: CRIM 2000 – Survey of Criminology	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 C or better • Complete Lab Science • Declare Major Complete 		<ul style="list-style-type: none"> • Complete ENGL 1102 C or better • Complete Area A2 Math • Earn 15 or more credit hours 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C-1: Fine Arts	3	Area D-2: Math, Science, and Quantitative Technology	3
Area D-1: Non-lab Science	3	Area C-2: Humanities	3
Area E-3: POLS 1101 – American Government	3	Area E-4: Social Science	3
General Elective (1 of 2)	3	General Elective (2 of 2)	3
*Area F: CRIM 2275– Intro to Corrections	3	*Area F– Global Crime and Justice	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 3240: Criminological Theory	3	CRIM 4000 - Research Methodology	3
Upper Division Supporting Course (1 of 4)	3	CRIM 4007 - Crime Mapping	3
Upper Division Supporting Course (2 of 4)	3	Corrections and Social Services Course (CRIM 3241, 4255, 4232, 4260, or 4293).	3
Legal Studies Course (CRIM 3900, 4402, or 4712)	3	CRIM 4334 - Human Trafficking	3
Global & Diversity Course (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	CRIM 4003: Statistics for Social Sciences	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate. *Contact the Internship Coordinator if you want to complete as internship as Upper-Division Criminology Elective (3-6 hours).		*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4251 - Contemporary Issues in Policing	3	Area F: CRIM 2272 – Intro to Law Enforcement	3
CRIM 4068 - Conflict Management in Policing	3	CRIM 3411 - Criminal Investigations	3
CRIM 4284: Senior Capstone	3	CRIM 3501 - Advanced Criminal Investigations	3
Upper Division Supporting Course (3 of 4)	3	CRIM 3323- Criminal Law	3
Upper Division Supporting Course (4 of 4)	3	Area F: CRIM 2273 - Criminal Procedure	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

CRIM - 3501 - Advanced Criminal Investigation

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

College - School/
Department*

Department of Civic Engagement and Public Service

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

Is this a College of Education 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*

CRIM

Course Number* 3501

Course Title* Advanced Criminal Investigation

Long Course Title

Course Type*

Criminology

Catalog Course Description* This course examines the advanced methods of investigating crimes and crime scenes, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.

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

243/431

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

toward graduation? *

counted toward graduation. *

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

Prerequisites CRIM 1100

Concurrent Prerequisites

Corequisites CRIM 3240; CRIM 4000

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* This is a new course request for new Policing Concentration within B.S. in Criminology (required course in Policing Concentration). Course may also count as Upper-Division Criminology Elective for Criminology majors and minors not in Policing Concentration.

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

Upon successful completion of the course requirements, you will:

1. Demonstrate general and specific knowledge of our current legal system and its terminology.
2. Articulate their understanding of criminal investigation techniques.
3. Demonstrate an understanding of current techniques used in investigating differing crimes.
4. Demonstrate an understanding of how to process a crime scene.

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* 25-30

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

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

Fee Justification

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

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

Advanced Criminal Investigations

CRIM-XXXX

Fall 2021 Section 01 3 Credits

Description

This course examines the advanced methods of investigating crimes and crime scenes, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.

Requisites

Prerequisites:

CRIM 1100

Corequisites:

CRIM 3240, CRIM 4000

Contact Information

Professor Cassie White

Email: cwhite@westga.edu

Office: Pafford 207B

Phone: 678-953-5290

Meeting Times

XXXXXXXXXXXXXX

Classroom:

Materials

Essentials of Statistics for Criminology and Criminal Justice

Author: Steven Brandl

Year/edition: 2021/5th edition

Publisher: Sage

ISBN:

Availability: Yes (see notes)

Price:

Outcomes

Upon completing this course, you will be able to:

Upon successful completion of the course requirements, you will:

1. Demonstrate general and specific knowledge of our current legal system and its terminology.
2. Articulate their understanding of criminal investigation techniques.
3. Demonstrate an understanding of current techniques used in investigating differing crimes.
4. Demonstrate an understanding of how to process a crime scene.

Evaluation

Criteria

This course will have the following things included in your final grade:

Discussion Posts: 5 posts/response, 20 points each=100 points

Quizzes: 4 quizzes, 25 points each= 100 points

Assignments: 2 assignments, 50 points each= 100 points

Exams: 2 Section exams, 100 points each= 200 points

Final Exam: 200 points

700 points possible

Breakdown

A: 630-700 Points

B: 560-629 Points

C: 490-559 Points

D: 420-489 Points

F: Below 420 Points

Assignments

Class Readings: Yes, you will need the textbook as this will be one source for discussion posts. Additionally, exams will be taken from the content of the textbooks. Additional readings may be assigned and can be identified in each module; you will be responsible for reviewing this material.

Discussion Posts: The due dates for the posts and response posts are listed on the course calendar. A strong post (for a strong grade) will most likely be anywhere from 300-400 words. You must respond to any questions the instructor presents, in addition to responding to students that post on your initial post. You are then required to complete **1 additional response** to other students. A failure to respond to other posts in accordance with these guidelines will result in a failing grade. You must make an initial post before you can respond to other posts.

Your responses to other classmates must be substantial in nature. Simply stating "I agree" or "I disagree" will not result in full credit. Your response should add information to the post and should have a source to accompany your statements. Your response should be *at least* 100-150 words, and it should provoke thought and extend the conversation.

Quizzes: There will be four (4) quizzes throughout the course, 25 points each, for a total of 100 points. I do not allow re-takes or make-ups as the quiz is open for several days. Please refer to the course schedule. Quizzes are open the entire module.

Assignments: There will be two (2) assignments throughout the course, 50 points each, for a total of 100 points. Please ensure you complete these assignments and produce your best work, writing, and citations. Make-ups are not allowed. Please refer to the course schedule. APA required.

*****Courseden maintenance will occur frequently. It is your responsibility to plan submissions around maintenance as I will not accept Courseden maintenance as an excuse for late submissions.**

Schedule

Module and dates	Content to review	Assignment due date
Module 1 : Introduction to Criminal Investigations	Chapter 1. THE INVESTIGATION OF CRIME Chapter 2. THE HISTORY OF CRIMINAL INVESTIGATION	
Module 2: Evidence	Chapter 3. THE ROLE AND DOCUMENTATION OF EVIDENCE IN CRIMINAL INVESTIGATIONS Chapter 5. THE CRIME SCENE, FORENSIC EVIDENCE, AND DNA Chapter 9. DIGITAL EVIDENCE	
Module 3: Interviews and Interrogations	Chapter 6. INTERVIEWS AND EYEWITNESS IDENTIFICATIONS Chapter 7. INTERROGATIONS AND CONFESSIONS	
Module 4: Analysis	Chapter 8. BEHAVIORAL EVIDENCE AND CRIME ANALYSIS	
Module 5: Courtroom procedures	Chapter 4. THE LAW AND CRIMINAL INVESTIGATIONS Chapter 16. THE PRESENTATION OF EVIDENCE	
	MIDTERM	Chapters 1-8, 16
Module 6: Digital Crime	Chapter 10. INFORMATION FROM SOCIAL MEDIA, THE PUBLIC, VIDEO, INFORMATION NETWORKS, AND OTHER SOURCES	
Module 7: Crimes against person(s)	Chapter 11. DEATH INVESTIGATION	

	Chapter 12. THE INVESTIGATION OF SEX CRIMES, ASSAULT, DOMESTIC VIOLENCE, AND CHILD ABUSE	
Module 8: Crimes against property	Chapter 13. THE INVESTIGATION OF ROBBERY Chapter 14. THE INVESTIGATION OF BURGLARY, VEHICLE THEFT, ARSON, AND OTHER PROPERTY CRIMES	
Module 9: Digital Crime	Chapter 15. THE INVESTIGATION OF FRAUD AND CYBERCRIME	
Module 10: Future of Investigations	Chapter 17. TERRORISM, TECHNOLOGY, AND THE FUTURE OF CRIMINAL INVESTIGATION	
	FINAL EXAM	Chapter 10-17

Date	Test	Chapters covered
	Quiz 1	
	Quiz 2	
Midterm	Midterm and Assignment One	1-8, 16
	Quiz 3	
	Quiz 4 and Assignment Two	
Final	Final	10-17

Course Policies and Resources

Extra Credit

Extra credit will not be offered to individuals in this course. On rare occasions, an opportunity to earn extra credit may be available and it will be on a class-wise basis. Please do not come to me at the end of the semester asking for extra credit.

Late Policy

I do not accept late work and re-takes for quizzes and exams are not available. If a dire, exigent circumstance does occur, please let me know as soon as possible. Documentation may be requested, do not wait until the last week of the course to attempt to salvage your grade. The modules are open for several days/weeks at a time. As such, you should plan your time accordingly to complete each module before the due dates. All items, unless otherwise

noted, are due on the last date of the module. Please do not ask for extensions unless there is a documented, dire circumstance. If you have a problem preventing you from completing your work, email me as soon as you recognize the issue. Please do not wait until the end of the class to attempt to revive your grades. Modules close on the last day of the module and will not be re-opened. Time-management and planning are essential and required in order to perform in an online class.

Email and Communications

I send out reminders and updates frequently via email and announcements.

It is your responsibility to read these and make sure you are clear on the communication. There is NO excuse for stating you did not know the due date for an item as all requirements are clearly listed on the syllabus and are communicated frequently via email and announcements. If you email me, it is best to use Gmail Cwhite@westga.edu as this comes to my devices. Courserden emails will have a delayed response as I do not see them as quickly. Please ensure you include the class information in your email. Please also use proper grammar and sentence structures when you email so I clearly understand what you are attempting to communicate. Please proofread to check for these items. It is my attempt and desire to get back to you within 24-36 hours. Missing information in your emails will delay this request as I attempt to seek clarification of your concerns and needs.

Plagiarism

If a student is caught committing an act of plagiarism, the following will take place:

1st offense: 0 on the assignment, student emailed and notified of the findings. This incident is documented.

2nd offense: 0 on the offense, the administration notified, discipline will be addressed by administration, Including and not excluding dismissal from the course, course failed, and the student expelled

Institutional Policies

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Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use

sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

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CRIM - 4007 - Crime Mapping

2022-2023 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*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

Department of Civic Engagement and Public Service

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

Is this a College of Education 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*

CRIM

Course Number* 4007

Course Title* Crime Mapping

Long Course Title

Course Type*

Criminology

Catalog Course Description* The course is an introduction to crime mapping with a focus on the fundamentals of crime analysis. Students will examine concepts, theories, practices, data, and analysis associated with crime analysis for law enforcement using crime mapping software (ArcGIS and CrimeStat).

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 N/A

*

graduation.*

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

Prerequisites CRIM 1100

Concurrent Prerequisites

Corequisites CRIM 3240; CRIM 4000

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is a new course request for new Policing Concentration within B.S. in Criminology (required course in Policing Concentration). Course may also count as Upper-Division Criminology Elective for Criminology majors and minors not in Policing Concentration.

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

Upon completing this course, you will be able to:

1. Describe the principles of crime mapping
2. Understand the environmental and social factors that shape the spatial distribution of crime.
3. Identify and explain analytical techniques used by crime analysts.
4. Apply environmental criminology theories to real-world crime problems
5. Analyze crime-related geographical data using ArcGIS and CrimeSTAT software
6. Understand how crime analysis and crime mapping results connect to evidence-based crime prevention and reduction strategies.

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* 25-30

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

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

Fee Justification

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

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

Crime Mapping

CRIM-XXXX

Fall 2021 Section 01 3 Credits

Description

The course is an introduction to crime mapping with a focus on the fundamentals of crime analysis. Students will examine concepts, theories, practices, data, and analysis associated with crime analysis for law enforcement using crime mapping software (ArcGIS and CrimeStat).

Requisites

Prerequisites:

CRIM 1100

Corequisites:

CRIM 3240, CRIM 4000

Contact Information

Dr. Brittani A. McNeal

Email: bmcneal@westga.edu

Office: Pafford 236

Phone: 678-839-3787

Meeting Times

XXXXXXXXXXXXXXXX

Classroom:

Materials

Essentials of Statistics for Criminology and Criminal Justice

Author: Bryan Hill and Rebecca Paynich

Year/edition: 2014/2nd edition

Publisher: Jones & Bartlett Learning

ISBN: 9781284028065

Availability: Yes (see notes)

Price: \$141.95

*You will be provided a copy of the latest ArcGIS software for this course to complete the assignments and final projects. You will also need access to ERSI for additional training, accessing data, and assignments (www.esri.com).

□ Outcomes

Upon completing this course, you will be able to:

1. Describe the principles of crime mapping
2. Understand the environmental and social factors that shape the spatial distribution of crime.
3. Identify and explain analytical techniques used by crime analysts.
4. Apply environmental criminology theories to real-world crime problems
5. Analyze crime-related geographical data using ArcGIS and CrimeSTAT software
6. Understand how crime analysis and crime mapping results connect to evidence-based crime prevention and reduction strategies.

□ Evaluation

Criteria

This course will have the following things included in your final grade:

1. Homework Assignments
2. Exams
3. Final Project report

Breakdown

100% - 89.5%	A
89.4% - 79.5%	B
79.4% - 69.5%	C
69.4% - 59.5%	D
<59.4%	F

□ Assignments

Homework Assignments:

This class is set to where the homework assignments are worth more than the exams. This is due to knowing how test anxiety can affect an individual. Thus, this class is set to where you will have an assignment every class. Homework problems/worksheets will be posted in course den where you will submit your answers via two options:

Exams:

There will be a three exams in this course. **ALL EXAMS WILL BE ONLINE AND SUBMITTED IN THE ONLINE SUBMISSION BOX.** Each exam is worth 50 points towards your final grade. Exams are not cumulative in material but cumulative in knowing previous information learned in prior chapters.

Final Project Report

You will be required to complete a Crime mapping report. This report will include your application of environmental criminology theory, use of crime mapping data with the proper analytical method using ArcGIS and/or CrimeSTAT, with a final map where you write about what you have found and conclude for the proper agency. You will find more information concerning this paper and how to complete it in course den, along with the grading rubric. This paper is worth 100 points towards your grade.

□ Schedule

<u>TENTATIVE CLASS SCHEDULE</u>				
Week #	Date	Chapter	Readings and Class Topics	Assignments Due
1	XX -XX	1	Introduction to Course	
	XX -XX	1	Introduction to Crime Mapping	
2	XX -XX	3	Environmental Criminology	
	XX -XX	3	Environmental Criminology	Chapter 3 Writing Assignment
3	XX -XX	2	Social Disorganization and Social Efficacy	

	XX -XX	4	Geography and Individual Decision Making: Victims and Offenders	Chapter 4 Assignment
4	XX -XX		Exam 1: Chapters 1 -4	
	XX -XX	6	Research and Applications in Crime Mapping	
5	XX -XX	6	Research and Applications in Crime Mapping – Introduction to ESRI	ERSI Assignment
	XX -XX	7	Crime Mapping and Analysis Data	
6	XX -XX	7	Crime Mapping and Analysis Data	
	XX -XX	8	People and Places: Current Crime Trends	Chapter 8 Discussion
7	XX -XX	8	People and Places: Current Crime Trends	Final Paper Topic Due
	XX -XX	5	Compstat, Policing Models and Methodologies	
8	XX -XX	5	Compstat Policing Models and Methodologies	Chapter 5 Assignment
	XX -XX	7	Introduction to ArcGIS and CrimeStat	
9	XX -XX		Introduction to ArcGIS and Crime Stat	ArcGIS Assignment
	XX -XX		Exam 2: Chapters 5 - 8	
10	XX -XX		SPRING BREAK	
	XX -XX		SPRING BREAK	
11	XX -XX		Introduction to ArcGIS and CrimeStat	CrimeStat Assignment
	XX -XX	9	A Brief Review of Statistics	
12	XX -XX	10	Distance Analysis	
	XX - XX	10	Distance Analysis	Chapter 10 Assignment
13	XX - XX	11	Hot Spot Analysis	
	XX - XX	11	Hot Spot Analysis	Chapter 11 Assignment
14	XX -XX		Other Analysis in ArcGIS and CrimeStat	
	XX -XX		Crime Mapping Analysis – Interpretation and Display	Crime Mapping Analysis Assignment
15	XX -XX	12	Mapping for Your Audience	
	XX -XX	12	Mapping for Your Audience	
16	XX -XX	14	Future Issues in Crime Mapping	
	XX -XX		In-class Review Session Exam 3; Chapters 9 – 12, 14 will go live in Course Den	
<p>* All dates are subject to change at the discretion of the instructor ** Final Project Papers are due XX/XX by 11:59 pm in Course Den ***Exam 3 is due in course den on XX/XX by 11:59 pm</p>				

□ Course Policies and Resources

Attendance Policy

While attendance is HIGHLY recommended for this course.

Thus, face-to-face class time is needed to successfully complete this course. I will not be taking attendance for this course. But if you are absent, it is up to you to get the necessary information needed. **EVEN IF YOU ARE NOT IN CLASS, THE HOMEWORK FOR THAT DAY IS STILL DUE UNLESS YOU HAVE AN EXCUSED ABSENCE.**

Late Work Policy

There are no extensions for homework assignments – homework assignments should be turned in at the beginning of class time or Online in their respective submission folder before the due date. I strongly recommend that students make an electronic copy (SAVE YOUR WORK) of everything submitted to me via the drop box.

Communication Policy

For matters related to this course, you may send me an email, come by my office, or we can set up a virtual meeting. Email is the BEST way to contact the professor. Use your westga email, or Course Den email to contact me. EMAILING ME AT MY WESTGA EMAIL (bmcneal@westga.edu) WILL GET YOU A FASTER RESPONSE. Check your email and Course Den regularly. There may be important announcements posted. Please do not wait until it is too late to reach out to me.

***Please note that I do not answer emails from person accounts - only westga accounts**

Make-up Policy

To qualify for a make-up exam, you are required to provide the instructor with written documentation of a university approved reason within 24 hours. Failure to do so may disqualify you from taking a makeup. Make-up exams will be administered at a time and place of my choosing and are not subject to negotiation. It is your responsibility to arrange this with me beforehand. If you miss a make-up exam, you will receive a zero for your exam grade. There are no make-ups for missed assignments.

***Since all exams are online, this may be more applicable for homework assignments**

Extra Credit

Extra credit will not be offered to individuals in this course. On rare occasions, an opportunity to earn extra credit may be available and it will be on a class-wise basis. Please do not come to me at the end of the semester asking for extra credit.

Late Policy

PLEASE BE ON TIME TO CLASS. If it is looking like you are going to be 7 - 10 minutes late, DO NOT come to class. If there is an unforeseen circumstance that could make you late, always send me an email to let me know. I want everyone to be respectful of the time we have for this course.

Cheating

You all should be familiar with the Academic Dishonesty policy (See below). Any forms of Cheating or attempts to cheat is not tolerated in this course. You will receive an F for this course automatically if you are caught engaging in the behaviors listed in the UWG honor Code. It is possible that you will just receive a zero on the specific assignment. This is only at the professor's discretion.

Technology Policy

I do not mind students using their laptop for viewing the PowerPoints or taking notes for this course. DO NOT use computers for doing work for other courses, surfing the internet, social media, etc. In addition, PLEASE keep all phones on silent/vibrate and DO NOT use them during class time, unless you are using the calculator. If these various things occur, YOU WILL BE DISMISSED FROM MY CLASS ON THAT DAY!

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University of West Georgia students are provided a MyUWGe-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

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CRIM - 4068 - Conflict Management and Policing

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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College - School/
Department*

Department of Civic Engagement and Public Service

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

Is this a College of Education 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*

CRIM

Course Number* 4068

Course Title* Conflict Management and Policing

Long Course Title

Course Type*

Criminology

Catalog Course Description*

This course examines how conflict management skills could be used in the field of law enforcement to mitigate conflict escalation. Conflict Management theories and techniques have long been used as the foundation of negotiations and international diplomacy on a macro level. This class offers ways in which these same skills can be applied to micro situations. People working in law enforcement must have the ability to interact with political figures, administration, supervisions, subordinates, and the community. Officers with knowledge of conflict management would be more effective in communicating with people from across the community and with interagency situations.

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 1100

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * Yes No

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

Status * Active-Visible Inactive-Hidden

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * This is a new course request for Policing Concentration within B.S. in Criminology (required course in Policing Concentration). Course may also count as Under-Division

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

Upon completing this course, you will be able to:

1. Increase familiarity with the field of Conflict Management;
2. Critically analyze theories and methods of Conflict Management;
3. Learn the different aspects of Conflict Management and its evolution so that one can develop strategies to inform policy; and
4. Learn the elements that cover major current issues in Law Enforcement and develop ideas for resolving and/or mitigating situational conflict escalation.

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* 25-30

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

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

Fee Justification

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

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

Conflict Management and Policing

CRIM-4068

Spring 2021 Section E01 3 Credits 01/09/2021 to 05/11/2021 Modified 01/06/2021

Description

This course examines how conflict management skills could be used in the field of law enforcement to mitigate conflict escalation. Conflict Management theories and techniques have long been used as the foundation of negotiations and international diplomacy on a macro level. This class offers ways in which these same skills can be applied to micro situations. People working in law enforcement must have the ability to interact with political figures, administration, supervisions, subordinates, and the community. Officers with knowledge of conflict management would be more effective in communicating with people from across the community and with interagency situations.

Contact Information

Professor: Dr. Dave Ayers

Email: dayers@westga.edu

Office: Pafford 221

Phone: 6788393783

Website: https://www.westga.edu/profile.php?emp_id=90105 (https://www.westga.edu/profile.php?emp_id=90105)

Meeting Times

Materials

Understanding International Conflict Management

Author: Maia Carter Hallward & Charity Butcher

Edition: 1st Edition

ISBN: ISBN 9781138329560

Availability: Campus Bookstore

Outcomes

1. To increase familiarity with the field of Conflict Management.
2. Be able to critically analyze Theories and methods of methods of Conflict Management.
3. Learn the different aspects of Conflict Management and its evolution so that one can develop strategies to inform policy.
4. The student will learn the elements that cover major current issues in Law Enforcement and develop ideas for resolving and/or mitigating situational conflict escalation.

Evaluation

Criteria

Methods of Evaluation:

Grades for this class will come from written assignments, quizzes, discussions, and exams.

Discussion x 5 at 20 pts each = 100

Assignments x 4 at 15 pts each = 60

Quiz x 10 at 10 pts each = 100

Midterm = 100 pts

Final = 100 pts

Breakdown

A = 460 - 414

B = 413 - 368

C = 367 - 322

D = 321 - 276

F = 275 - 0

Schedule

Tentative Schedule

Instructor Reserves the right to alter schedule and course at any time

Week 1 -- Introduction

Week 2 – History of Conflicts

Week 3 – Conflicts in Law Enforcement

Week 4 – Theories in Conflict Management

Week 5 – Conflict Management and Interpersonal Communication

Week 6 – Mitigating Conflict

Week 7 – Conflict Management Approaches

Week 8 – Theory to Practice

Week 9 – Negotiations

Week 10 – De-escalation on the streets

Week 11 – Managing Work Place Conflicts

Week 12 – Leading by Example

Week 13 – Ombudsmanship

Week 14 – Reviewing SOP

Week 15 – Changing the Force Continuum

Final Exam

Course Policies and Resources

III. CLASS POLICIES A. Student

Responsibilities:

1. Attendance:

Attendance is mandatory. Attendance will be part of your overall grade for the course. Attendance is also important because the themes and topics in this class build upon each other. Missing a class will make it challenging to understand subsequent topics.

2. Communication:

Keeping in touch and communicating with the instructor and classmates is key. The class will be much more robust and enriching with open and meaningful communication. However, keep the communication respectful and at a professional level.

3. Missing or late work:

Late or missing work will only be accepted under extreme, and documented circumstances.

Students with Disabilities:

In compliance with the Americans with Disabilities Act, students are encouraged to register with the student development office:

http://www.westga.edu/studentDev/index_8884.php.

B. Student Conduct

1. Appropriate behavior is expected from all students. The use of offensive language is prohibited.

a. Appropriate behavior in the classroom environment is: asking questions, answering instructor's questions, participating in discussions, being polite, using appropriate language.

b. We are all adults and I expect professional, courteous communication.

c. Email me at dayers@westga.edu with questions or comments.

d. Academic Honesty: is expected. Please read the department policy at:

http://www.westga.edu/vpaa/index_1965.php Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Also read the university policy on plagiarism and academic dishonesty in your student handbook. Plagiarism is the use of others words and or ideas without giving them proper credit, which includes passing another person's paper off as your own and failing to cite a source. If you copy a student's paper or copy a paper off the internet you will get caught. Plagiarism software can detect copied papers and copied text. You are responsible for knowing how to properly cite sources with APA formatting. e. Common language link:

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

f. Late work or missed work will only be accepted under documented circumstances. Computer or internet problems are not excused. If you have tech issues you need to contact IT. If your internet service goes down find service. Many places offer free Wi-Fi and the library has computers you can use. Working schedules are not excused either. If you encounter issues during the semester that are keeping you from getting your work done seek help from the school. I do realize things happen in life, but your decision to take this class has to be a paramount focus of your pursuits. Do not wait until the last day of the due date to complete work. Action beats reaction.

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 \(https://www.westga.edu/student-services/counseling/accessibilityservices.php\)](https://www.westga.edu/student-services/counseling/accessibilityservices.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 more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) 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).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [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.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses.

The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-ofconduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-ofconduct.php).

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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](#).

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

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Additional Items

CRIM - 4251 - Contemporary Issues in Policing

2022-2023 Undergraduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2022

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College - School/
Department*

Department of Civic Engagement and Public Service

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

Is this a College of Education 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*

CRIM

Course Number* 4251

Course Title* Contemporary Issues in Policing

Long Course Title

Course Type*

Criminology

Catalog Course Description*

This course examines best practices in community policing in order to evaluate effective and ineffective procedures. Attention to ethnic, racial, gender, sexual orientation, religious, and socioeconomic factors, among others, that underlie human diversity and the conditions of cooperation, conflict, and well-being. This course is also designed to provide an in-depth understanding of community policing and the history of policing is examined in such a way as to explain why this concept became so important in American policing in the 1960's and how that idea has evolved into the 21st century. In addition, this course offers a better understanding of how decisions are made in the Criminal Justice system and how discretion is used in the framework of society and the criminal justice system.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

275/431

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 1100

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * Yes No

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

Status * Active-Visible Inactive-Hidden

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment


Rationale * This is a new course request 276431 Policing Concentration within B.S. in Criminology (required course in Policing Concentration). Course may also count as Under-Division

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

Upon successful completion of the course requirements, you will be able to:

1. Discuss ethical dilemmas in law enforcement.
2. Define crime prevention and identify the role of law enforcement in providing crime prevention services to the public.
3. Identify methods to gain citizen involvement in crime prevention.
4. List the goals and importance of public service.
5. Identify different methods designed to enhance public service.
6. Examine the police organization's role in society.
7. Analyze and discuss the characteristics of traditional (formal) police organizational structure and police subculture (informal).
8. Describe the historical development of police service models or styles.
9. Define "Community Policing" and explain this service model.
10. Develop and discuss personal strategies for the positive management of stress.
11. Identify the importance, and methods of, problem-solving approaches and discretion in policing.
12. Demonstrate flexible and creative thinking.
13. Define key concepts of and summarize the origins of prejudice.
14. Identify and examine examples of various forms of prejudice and discrimination.
15. Discuss the public's perceptions and attitudes toward peace officers.
16. Examine the richness of diversity and inclusion as critical components of intellectual and civic excellence.

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* 25-30

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

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

Fee Justification

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Contemporary Issues in Policing

CRIM XXXX

Fall 2021 Section 01 3 Credits

Description

This course examines best practices in community policing in order to evaluate effective and ineffective procedures. Attention to ethnic, racial, gender, sexual orientation, religious, and socioeconomic factors, among others, that underlie human diversity and the conditions of cooperation, conflict, and well-being. This course is also designed to provide an in-depth understanding of community policing and the history of policing is examined in such a way as to explain why this concept became so important in American policing in the 1960's and how that idea has evolved into the 21st century. In addition, this course offers a better understanding of how decisions are made in the Criminal Justice system and how discretion is used in the framework of society and the criminal justice system.

Prerequisites: CRIM 1100

Contact Information

Kelley Christopher

Email: kchristo@westga.edu

Office: Pafford 225

Phone: 678-839-4893

Office Hours: X-X. XX AM-XX PM

Meeting Times

Days:

Times:

Classroom:

Materials

Community Policing: Partnerships for Problem Solving. 8th Edition
Authors: Linda Miller, Karen Hess, and Christine Orthmann.
ISBN-13: 978-1305960817

Learning Objectives

- Discuss ethical dilemmas in law enforcement. (DF 4, 9, 12, 14. FP)

- Define crime prevention and identify the role of law enforcement in providing crime prevention services to the public. (DF 3, 14. FP)
- Identify methods to gain citizen involvement in crime prevention. (DF 1, 4, 11, 12, 13. FP)
- List the goals and importance of public service. (DF 1, 4, 9, 12. FP)
- Identify different methods designed to enhance public service. (DF 7. FP)
- Examine the police organization's role in society. (DF 1, 11)
- Analyze and discuss the characteristics of traditional (formal) police organizational structure and police subculture (informal). (DF 7)
- Describe the historical development of police service models or styles. (DF 1, 7)
- Define "Community Policing" and explain this service model. (DF 5, 6, 8)
- Develop and discuss personal strategies for the positive management of stress. (DF 9)
- Identify the importance, and methods of, problem-solving approaches and discretion in policing. (DF 4, 5, 11, 13. FP)
- Demonstrate flexible and creative thinking. (DF 4, 5, 11, 13. FP)
- Define key concepts of and summarize the origins of prejudice. (DF 4)
- Identify and examine examples of various forms of prejudice and discrimination. (DF 4)
- Discuss the public's perceptions and attitudes toward peace officers. (DF 1, 2, 6, 8, 10, 11. FP)
- Examine the richness of diversity and inclusion as critical components of intellectual and civic excellence. (DF 4. FP)

DF = Discussion Forum

FP = Final Project

☐ Methods of Evaluation

This course organizes individual community-policing strategies into five categories: (1) Problem Solving and Prevention, (2) Community Engagement, (3) Partnerships, (4) Organizational Development and Change, and (5) Analysis, Measurement, and Evaluation. Additionally, weekly discussions will encompass all 16 learning objectives above.

Discussions:

Students are required to actively engage in weekly discussions that will be geared toward understanding the five categories above and will serve as building blocks for your final project. Additionally, weekly discussions will encompass all 16 learning objectives above. All discussions will be taken from the assigned text and various articles on community policing that are provided for you.

All discussions are worth 25 points. 12 discussions = 300 points

Final Project:

Students will be required to develop a community policing program that involves community members and develops partnerships with community organizations. The program you develop must include evidence-based problem solving techniques and crime prevention strategies as well as encompass organizational development that considers changing social times. In addition, your program must outline how you will analyze and evaluate its effectiveness.

The final project is worth 200 points.

Total points for course = 500 points.

□ Schedule

Due Date	Article Reading	Text Reading	Activity
xx/xx	<i>The Role of Police in America</i>		Discussion 1
xx/xx	<i>Stronger Together: Vera's Policing Program Works to Bridge the Divide between Police and Community</i>	Chapter 1	Discussion 2
xx/xx	<i>Prevention-Focused Community Policing.</i>	Chapter 2	Discussion 3
xx/xx	<i>Community Policing in Multicultural Communities</i>	Chapter 3	Discussion 4
xx/xx	<i>Community Policing: Much More Than Walking a Beat</i>	Chapter 4	Discussion 5
xx/xx	<i>Community Policing: A Success Story?</i>	Chapter 5	Discussion 6
xx/xx	<i>Community-Oriented Policing Strategies: Meta-analysis of Law Enforcement Practices</i>	Chapter 6	Discussion 7
xx/xx	<i>A Field Experiment on Community Policing and Police Legitimacy</i>	Chapter 7	Discussion 8
xx/xx	<i>Mental Health Statistics: Police Officers</i>	Chapter 9	Draft of final project due Discussion 9
xx/xx	<i>Community-Police Relations</i>	Chapter 11	Discussion 10
xx/xx	<i>Why Police-Community Relationships are Important</i>	Chapter 12	Discussion 11
xx/xx	<i>Positive Policing</i>	Chapter 13	Discussion 12
xx/xx	<i>What Works in Community Policing</i>	Chapter 14	Final project due

CRIM - 4334 - Human Trafficking

2022-2023 Undergraduate New Course Request

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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*

CRIM

Course Number* 4334

Course Title* Human Trafficking

Long Course Title

Course Type*

Criminology

Catalog Course Description*

This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit. Human trafficking is a complex, global phenomenon that has remained largely hidden and is, as a result, often misunderstood. This course will allow students to gain a better understanding of human trafficking, including current theory and research on the topic. This course will cover the extent and nature of the problem; including demand, prevalence, experiences of survivors, types of trafficking, and methods of traffickers. The course will also examine international, federal, and state legislation and other efforts to prevent and respond to trafficking victimization.

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

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

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Prerequisites CRIM 1100

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * This is a new course request for Policing Concentration within B.S. in Criminology (required course in Policing Concentration). Course may also count as Under-Division

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

Upon successful completion of the course requirements, you will be able to:

1. Recognize the main theories in human trafficking that offer various ways of understanding why and how human trafficking occurs.
2. Demonstrate a basic understanding of the research methods used in human trafficking and be able to evaluate these sources.
3. Demonstrate an understanding of different definitions of human trafficking as represented in international and domestic law.
4. Be able to explain how the major criminal justice institutions respond to human trafficking.
5. Recognize and be able to discuss risk factors associated with various forms of human trafficking.
6. Recognize and be able to discuss the various forms of human trafficking.
7. Ability to critically apply and analyze course concepts to “real life” situations, services, and 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* 25-30

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

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

Fee Justification

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.

CRIM 4280: Human Trafficking Syllabus

Online • Spring 2020

Instructor Information

Instructor

Dr. Sarah Hupp Williamson
(I technically go by both last names, but you can just call me Dr. Hupp)

Email

swilliam@westga.edu
(see email guidelines)

Office Location & Hours

Pafford Building Room 321
Monday/Wednesday 1-3pm
Or by appointment

Course Information

Course Description

This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem. Course is repeatable for credit. Human trafficking is a complex, global phenomenon that has remained largely hidden and is, as a result, often misunderstood. This course will allow students to gain a better understanding of human trafficking, including current theory and research on the topic. This course will cover the extent and nature of the problem; including demand, prevalence, experiences of survivors, types of trafficking, and methods of traffickers. The course will also examine international, federal, and state legislation and other efforts to prevent and respond to trafficking victimization.

Special Note

In this course we will be dealing with some difficult texts—texts that are visual, tactile, and may be emotionally triggering, that deal with sexual and emotional violence, child abuse, and war and mass violence. Please talk to me at any point as we work through the topics this semester. Finally, it is easy to get depressed and to despair about this subject. Keep in mind that the situation is better today than 10 years ago, because activists have worked for change. Things will be better 10 years from now if we keep insisting on it.

Course Materials

There is no required text for this course. Instead assigned readings will be posted onto the CourseDen webpage.

Access to Netflix will be needed for this course.

Teaching Philosophy

My philosophy of teaching can better be described as a philosophy of learning. I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. However, in order for this to be a valuable educational experience, you must be an effective student. What you will gain from this course depends upon your investment in learning; this includes preparing for class beforehand by reading the materials and being ready for discussions. Learning relies upon the interaction between you, me, and the course material; thus, it is your investment in this interaction that will drive your mastery of this course.

Discussion Activities (30%, 10 at 3% each)

One of the primary challenges of online education is finding a substitution for the interaction that occurs in a classroom. The discussion boards exist for this purpose. They allow students an opportunity to interact with one another as well as their instructor by critically engaging with course material. To this end, students will participate in eight online class discussion boards, each of which count as 5% toward your final grade. Your discussion posts should be 250 words, and involve critical engagement with the material and other students in the form of at least one response. For instructions on how to make sure you get credit for your posts please see the Discussion Board Guidelines on CourseDen. All posts must be made within the required timeframe or will receive a late penalty.

Discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Country Research Papers (40%, 4 at 10% each)

Students will be assigned a country for their research paper (other than the U.S.) that they will work on throughout the semester. Over the course of the semester, you will complete 4 mini-papers about human trafficking in your assigned country. By completing these mini-papers over the course of the semester, the aim is for you to not have a giant final research paper to complete at the end (and myself to have less grading). Check the CourseDen page for further instructions.

Exams (30%, 2 at 15% each)

In this class there will be a total of two exams, each worth 15%. The type of questions on the exams will vary, but will typically include some combination of multiple-choice, matching, true/false, short answer, and short essay. Exams are open book and timed, but should be **completed individually!** Exams are not cumulative.

Grading Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Additional Information

Schedule and Coursework

All coursework and exams will take place on-line through the CourseDen website. This course will have a reading list and course assignments that are due throughout the session. Be aware that although this is an online course you will need to do coursework on a near-daily basis in order to keep up with the class. On the CourseDen page you will see that each week has a 'learning module' that contains a PowerPoint lecture, instructions for any discussion activity, paper, or exam and a place to submit it.

Email Guidelines

Reference CRIM 4280 in the subject line of all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 24 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Late Work Policy

Coursework that is turned in past the due date and time will be dropped one letter grade for each day it is late and be given a grade of 0 after 1 week, barring extenuating and documented circumstances.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. Further, I maintain the right to report students to student conduct and/or fail them in the class. Please see the linked [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#).

Disclosure

For use in courses with online exchanges among students and the instructor, but NOT persons outside the course: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Important Due Dates

Assignment	Due Date
Top 4 Country Choices	Wednesday January 15
Country Choice Assigned	Monday January 20
Country Paper 1	Friday February 7
Midterm Exam	Friday February 28
Country Paper 2	Friday March 13
Country Paper 3	Friday April 10
Country Paper 4	Monday April 27
Final Exam	Friday May 1

Course Schedule

On the final page I have provided a recommended schedule of work for you to follow in this class, including suggestions for when you should have readings done by so that you can leave time to work on your activity discussions, essays, etc. This schedule also includes the due dates for everything so you can make sure you are following the course requirements and not missing anything.

Note: All items are due at 11:59pm EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Due dates for papers and exams are in bold. **The PowerPoints have lectures recorded over them which you will have to download and play in order to listen to.**

Additional Support Information

Additional course resources are hyperlinked below.

CourseDen Help 8am-5pm

Call: 678-839-6248 or 1-855-933-8946

email: online@westga.edu

24/7/365 D2L Help Center

Call: 1-855-772-0423

Center for Academic Success

Call: 678-839-6280

Accessibility Services

Call: 678-839-6428

CourseDen D2L Home Page

University Bookstore

Student Services

Distance Learning Library Services

Ingram Library Services

counseling@westga.edu

Human Trafficking Course Schedule

	Monday	Tuesday	Wednesday/Thursday	Friday
<u>Week 1: 1/6-1/10</u> Introduction	<ul style="list-style-type: none"> Review Syllabus, Disc. Guidelines 	<ul style="list-style-type: none"> Introduction Due 	<ul style="list-style-type: none"> Review Paper Instructions 	<ul style="list-style-type: none"> Introduction Response Due
<u>Week 2: 1/13-1/17</u> Definitions	<ul style="list-style-type: none"> Read Lee 2011 Listen to PPT 2 	<ul style="list-style-type: none"> Work on Activity 1 	<ul style="list-style-type: none"> Top 4 Country Choices Due Wed! 	<ul style="list-style-type: none"> Activity 1 Due
<u>Week 3: 1/20-24</u> Data	<ul style="list-style-type: none"> MLK Day Country Assignments Posted 	<ul style="list-style-type: none"> Act. 1 Response Due Read Gozdziaik 2014 Listen to PPT 3 	<ul style="list-style-type: none"> Work on Activity 2 	<ul style="list-style-type: none"> Activity 2 Due
<u>Week 4: 1/27-1/31</u> Understanding HT	<ul style="list-style-type: none"> Act. 2 Response Due Read Cameron and Newman 2008 	<ul style="list-style-type: none"> Listen to PPT 4 	<ul style="list-style-type: none"> Work on Activity 3 	<ul style="list-style-type: none"> Activity 3 Due
<u>Week 5: 2/3-2/7</u> Theory	<ul style="list-style-type: none"> Act. 3 Response Due Read Kakar 2017 	<ul style="list-style-type: none"> Listen to PPT 5 	<ul style="list-style-type: none"> No Activity 	<ul style="list-style-type: none"> Country Paper 1 Due
<u>Week 6: 2/10-2/14</u> Domestic Law	<ul style="list-style-type: none"> Read Peters 2013 Review PPT 6 		<ul style="list-style-type: none"> Work on Activity 4 	<ul style="list-style-type: none"> Activity 4 Due
<u>Week 7: 2/17-2/21</u> International Law	<ul style="list-style-type: none"> Act. 4 Response Due Read UN 2010, 17-23 	<ul style="list-style-type: none"> Listen to PPT 7 	<ul style="list-style-type: none"> Work on Activity 5 	<ul style="list-style-type: none"> Activity 5 Due
<u>Week 8: 2/24-2/28</u> Midterm Exam	<ul style="list-style-type: none"> Act. 5 Response Due 	<ul style="list-style-type: none"> Study for Exam 	<ul style="list-style-type: none"> Exam Opens Wed. 12:00am 2/26 	<ul style="list-style-type: none"> Exam Closes 11:59pm 2/28
<u>Week 9: 3/2-3/6</u> Sex Trafficking	<ul style="list-style-type: none"> Read Polaris 2015 Listen to PPT 9 	<ul style="list-style-type: none"> Read Hawke and Raphael 2016, 13-17 	<ul style="list-style-type: none"> Work on Activity 6 	<ul style="list-style-type: none"> Activity 6 Due
<u>Week 10: 3/9-3/13</u> Labor Trafficking	<ul style="list-style-type: none"> Act. 6 Response Due Read Miller 2018 	<ul style="list-style-type: none"> Read Zarembka 2003 Listen to PPT 10 	<ul style="list-style-type: none"> No Activity 	<ul style="list-style-type: none"> Country Paper 2 Due
<u>Week 11: 3/16-3/20</u> Spring Break	Have a Safe and Fun Spring Break			
<u>Week 12: 3/23-3/27</u> Organ Trafficking	<ul style="list-style-type: none"> Read Nichols 2017 Listen to PPT 12 		<ul style="list-style-type: none"> Work on Activity 7 	<ul style="list-style-type: none"> Activity 7 Due
<u>Week 13: 3/30-4/3</u> Child Trafficking	<ul style="list-style-type: none"> Act. 7 Response Due Read Whoriskey and Siegel 2019 	<ul style="list-style-type: none"> Read Heil 2017 Listen to PPT 13 	<ul style="list-style-type: none"> Work on Activity 8 	<ul style="list-style-type: none"> Activity 8 Due
<u>Week 14: 4/6-4/10</u> Prosecution	<ul style="list-style-type: none"> Act. 8 Response Due Read Heil and Nichols 2015 	<ul style="list-style-type: none"> Read Farrell et al. 2014, 147-165 Listen to PPT 14 	<ul style="list-style-type: none"> No Activity 	<ul style="list-style-type: none"> Country Paper 3 Due
<u>Week 15: 4/13-4/17</u> Protection	<ul style="list-style-type: none"> Read Stonchus 2018 Listen to PPT 15 		<ul style="list-style-type: none"> Work on Activity 9 	<ul style="list-style-type: none"> Activity 9 Due
<u>Week 16: 4/20-4/24</u> Prevention	<ul style="list-style-type: none"> Act. 9 Response Due Read Shinkle 2007 	<ul style="list-style-type: none"> Listen to PPT 16 		<ul style="list-style-type: none"> No Activity
<u>Week 17: 4/27-5/1</u> Paper 4/Final Exam	<ul style="list-style-type: none"> Country Paper 4 Due 		<ul style="list-style-type: none"> Exam Opens Wed. 12:00am 4/29 	<ul style="list-style-type: none"> Exam Closes 11:59pm 5/1

Addendum III

Sociology, M.A.

2022-2023 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name

Program Description

Program Name* Sociology, M.A.

Program ID - DO 19
NOT EDIT*

Program Code - DO 19
NOT EDIT

Program Type*

Degree Type*

Program Description*

UWG's MA in Sociology fuses advanced training in research methods with a focus on social justice. Our degree equips you with the tools you need to advocate for vulnerable populations. Our students want to change the world and we equip them with the research capabilities to diagnose and confront the social problems that exist in our communities.

Social advocacy is not commonly associated with survey research, participant observation, or statistics, but these are the building blocks for investigating and later confronting the race-, gender-, and class-related injustices that exist in our communities. Developing competence in a variety of research methods can help you advance your career in a wide range of fields, including child advocacy, health advocacy, social justice education, community organizing, environmental justice, and non-profit organizations.

Admission

The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have:

- A minimum undergraduate GPA of 3.0
- A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree
- Three letters of recommendation
- A current resume or curriculum vitae

Applicants may be admitted provisionally and considered for regular admission.

To apply or to learn additional information about the application process, please contact the Sociology Program: <http://www.westga.edu/sociology>.

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the program's Head of Graduate Studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the program's Head of Graduate Studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6305.

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Applied Track).

Under Plan I (Thesis), students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I.

Under Plan II (Applied), students must register for 3 credit hours of additional research methods coursework, 3 credit hours of Internship (SOCI 6286), and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies. Students under Plan II must complete 18 credit hours of elective course work. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

Under either plan, students must complete a minimum of 26 hours, one half of which

Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements

Plan I

Plan II

Core Courses

9 hours

9 hours

Elective Courses

21 hours

18 hours

Thesis Preparation

3 hours

N/A

Thesis

3 hours

N/A

Internship

N/A

3 hours

Additional Research Methods

N/A

3 hours

Applied Project

N/A

3 hours

Total Hours

36 hours

36 hours

Final Project

Thesis

Internship Project

Learning Outcomes

Upon completion of this degree program, students will be able to:

Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality

Demonstrate a mastery of sociological theories

Demonstrate a mastery of methodological approaches within sociology

Demonstrate a mastery of the diversity in society

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

**Prospective
Curriculum***

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* After having several students complete the "Applied Track" of the Sociology MA, we have found that students are more successful at their internship (SOC 6286) and internship project when they do them in two semesters, rather than concurrently in the same semester. This modification adds a new course, SOC 6986 - Applied Project, to the Applied Track. After completing their internship in the 3rd semester of the MA, students on this track will take SOC 6986 in their 4th semester to complete their project. Due to this change, Applied Track students will only take 18 credit hours of electives (reduced by 3 credit hours to make room for 3 credit hours of SOC 6986).

This modification also adds SOC 5015 - Analyzing and Visualizing Data as one of the options for the additional research methods course for the applied track. Adding another option will aid students in completing this requirement and in obtaining the methods training that is most appropriate for their personal and professional goals.

I have also added paragraph breaks to make this section of the catalog easier to read. I have attached a Word document showing how the revised requirements will appear in the catalog.

This modification will not change any courses used in the current assessment plan. I have not submitted an assessment plan; I was advised by Amanda Thomas that an updated plan is not necessary since the courses used for assessment are not changing.

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

SACSCOC Substantive Change

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


Send questions to rakins@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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


2.) Assessment Plan


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

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

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

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

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

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

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the program's Head of Graduate Studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the program's Head of Graduate Studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6305.

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Applied Track).

Under Plan I (Thesis), students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I.

Under Plan II (Applied), students must register for 3 credit hours of additional research methods coursework, 3 credit hours of Internship (SOCI 6286), and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies. Students under Plan II must complete 18 credit hours of elective course work. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

<u>Requirements</u>	<u>Plan I</u>	<u>Plan II</u>
Core Courses	9 hours	9 hours
Elective Courses	21 hours	18 hours
Thesis Preparation	3 hours	N/A
Thesis	3 hours	N/A
Internship	N/A	3 hours
Additional Research Methods	N/A	3 hours
Applied Project	NA	3 hours
Total Hours	36 hours	36 hours
Final Project	Thesis	Internship Project

**Academic Year
Program Map
MA in Sociology
Concentration: Thesis Track**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> • Decide between Thesis Track and Applied Track. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS. 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6882 – Thesis Preparation	3	SOCI 6999 – Thesis	3
Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
		<ul style="list-style-type: none"> • Defend thesis and submit to ProQuest before ProQuest deadline. 	

**Academic Year
Program Map
MA in Sociology
Concentration: Applied Track**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
		<ul style="list-style-type: none"> • Decide between Thesis Track and Applied Track. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS. 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
SOCI 6286 - Internship	3	SOCI 6986 – Applied Project	3
Additional Methods Course or Elective	3	Additional Methods Course or Elective	3
Elective	3	Elective	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete Internship Project. 	

SOCI - 5915 - Violence Against Women

2022-2023 Graduate New Course Request

General Information

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

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

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

School/
Department*

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

SOCI

Course Number* 5915

Course Title* Violence Against Women

Course Type*

Sociology

Catalog Course Description*

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of US society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

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?* Students have expressed interest in taking coursework on this topic at the graduate level. This course will serve as an elective for students in the MA program in Sociology and will also be available to graduate students in other programs.

Student Learning Outcomes* Upon completion of this course, students will:

1. Apply concepts & perspectives related to Gender, Culture, Social Structure, Socialization, & Violence.
2. Explain concepts & perspectives interpretive applications.
3. Analyze gender performances, violences, and patterns of violence through the sociological lenses of culture and social structure
4. Discover how different groups of women and men in American society experience violence
5. Discover why different groups of women and men in American society commit violence.
6. Demonstrate an ability to think critically via writing.
7. Engage in scholarly dialog with others.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?*

- Yes
- No

If yes, what will the fee be?* NA

Fee Justification

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

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

Syllabus
SOCI 5XXX: Violence Against Women



College of Arts, Culture, & Scientific Inquiry
Department of Anthropology, Psychology, & Sociology
Dr. Elroi Windsor
Chair and Associate Professor

1. COURSE OBJECTIVES

Upon completion of this course, students will:

1. Apply concepts & perspectives related to Gender, Culture, Social Structure, Socialization, & Violence.
2. Explain concepts & perspectives interpretive applications.
3. Analyze gender performances, violences, and patterns of violence through the sociological lenses of culture and social structure
4. Discover how different groups of women and men in American society experience violence
5. Discover why different groups of women and men in American society commit violence.
6. Demonstrate an ability to think critically via writing.
7. Engage in scholarly dialog with others.

Sociology Department Learning Outcomes satisfied in this course are:

- Understand and apply sociological theories

2. COURSE DESCRIPTION

Catalog description

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of US society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence.

UNIVERSITY POLICIES

Common Language for course syllabi:

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

3. TEXTBOOK AND COURSE MATERIALS

Texts:

Guyland: The Perilous World Where Boys Become Men

- Author: Michael Kimmel
- Publisher: Harper
- Edition: 1st
- ISBN: 9780060831356

Sex Trafficking: The Global Market in Women and Children

- Author: Kathryn Farr
- Publisher: Worth
- Edition: 1st
- ISBN: 9780716755487

Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus

- Author: Peggy Reeves Sanday
- Publisher: NYU Press
- Edition: 2nd
- ISBN: 9780814740385

A Typology of Domestic Violence

- Author: Michael P. Johnson
- Publisher: Northeastern University Press
- Edition: 1st
- ISBN: 9781555536947

The Burning Bed, 1984 movie, starring Farrah Fawcett

- Author: Rose Goldemberg
- Publisher: MGM
- Edition: Stream, DVD/Blueray

Technology:

Computer: Desk- or Lap-top

Reliable, updated, properly working, compatible with CourseDen, and capable of streaming video.

NOTE: tablets and phones are not sufficient for success in this course and aren't compatible with all features of CourseDen.

Internet Access

Reliable, properly working, at a speed compatible with CourseDen, and capable of streaming video.

Microphone & Webcam

Needed for student/professor meetings

4. COURSE INFORMATION

- 1.1. Credit Hours: 3
- 1.2. Semester and Year Spring: 2022
- 1.3. Course Prerequisites: **SOCI**
- 1.4. Location of Class: Online
- 1.5. Class Time: asynchronous

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in an online format initially and may be delivered in technology enhanced, face-to-face, or hybrid formats later. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

Course Structure

The course is composed of 8 lessons/modules

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the CourseDen course site. If time is mentioned in the course, it refers to the Eastern Time Zone.

A sample table showing the organization of the course is provided below as a reference.

Weeks & Lesson #s.	Topics	Readings (& Film)	Assignments/ Quizzes	Due Date/Time TBA
Week 1	Overview and Introduction	Syllabus		
Week 2 Lesson 1	Foundations	Testosterone Rules; The Egg & Sperm (provided); Additional Optional Readings as needed: Hegemonic Masculinity, Gender Hegemony, & Doing Gender (provided).	CR & Discuss	
Weeks 3 - 4 Lesson 2	Context Pt 1	The Girl Hunt (provided), Sex Trafficking CH 6, & Guyland CHs 1-3	CR, Discuss, & Mini-Essay	
Weeks 5 - 6 Lesson 3	Context Pt 2	Guyland CHs 7 & 8	CR, Discuss, & Mini-Essay	
Weeks 7 - 8 Lesson 4	Context Pt 3	It's only a penis (provided) & Guyland CHs 9-12	CR, Discuss, & Mini-Essay	
Weeks 9 - 10 Lesson 5	Sexual Violence Pt 1	Fraternity CHs 2-5; In College Sports (provided); Defining Sexual Harassment (provided)	CR, Discuss, & Mini-Essay	
Weeks 11 - 12 Lesson 6	Sexual Violence Pt 2	Sex Trafficking CHs 1, 2, & 7; Pornography (provided)	CR, Discuss, & Mini-Essay	
Weeks 13 - 14 Lesson 7	Intimate Partner Violence Pt 1	Typology CHs 1-3; Burning Bed	CR, Discuss, & Mini-Essay	
Weeks 15 - 16 Lesson 8	Intimate Partner Violence Pt 2	Typology CH 4-5; When is it enough for me to leave & Safety Plan (provided)	CR, Discuss, & Mini-Essay	

7. ASSESSMENT METHODS AND GRADING SCALE

- 1) Connections Reports
 - One page reports in which students put a voice to their understanding of assigned course material by explaining connections between course material and their own personal lives/"real world" outside of the classroom as well as connections between course materials.
 - Lessons 1 - 8
 - Course Objectives 1, 2, & 6
- 2) Discussions
 - Students are prompted to analyze gender performances, media clips, consumer products, etc. and then engage in scholarly dialog with others.
 - Course Objectives 3, 4, 6, & 7
 - Lessons 1-8
- 3) Mini-Essays

- Students are prompted to answer a question that asks them to explain a specific aspect of violence against women
- Course Objectives 2, 3, 4, 5, & 6
- Lessons 1-8

4) Literature Review

- Students are asked to choose a topic related to both Violence Against Women and their MA thesis or area of interest/focus, conduct a review of the social science academic literature, and produce a scholarly literature review.
- Course Objectives 2, 4, 5, & 6

Grading:

Connection Reports: 25%

8-1 (lowest dropped) = 7 @ 3.57% ea

Discussions: 25%

8-1 (lowest dropped) = 7 @ 3.57% ea

Mini-Essays: 25%

7-1 (lowest dropped) = 6 @ 4.16% ea

Literature Review: 25%

Draft & Outline: 10%

Final Product: 15%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

8. COURSE POLICIES

Class Attendance

- Students are required to verify their attendance in class.
 - To verify attendance, update CourseDen profile pic and post in Lesson 1's Discussion.
 - Students who do not verify their attendance will be reported to the registrar as not attending and withdrawn from the course.
- Students are expected to be present and active in the course a minimum of 3 hours each week virtually attending class, completing activities, engaging in discussion, and submitting assignments.

Class Participation

- Students are required to participate in the class with utmost respect for other students, the instructor, other scholars, and all persons. This includes but is not limited to
 - using respectful language and tone of voice (both audible and written voice),
 - giving credit when and where credit is due, (academic honesty)
 - adding to the scholarly conversation with original thoughts and ideas, (academic integrity) and
 - engaging in authentic dialog. (academic integrity)

Academic Integrity & Honesty

- Students are responsible for knowing and understanding the Academic Integrity and Honesty policy included in the UWG Honor Code each students signed and agreed to follow when they applied to UWG.
 - A link to UWG's Honor Code and the policy is located below in university policies on the concourse syllabus.
- Students will be evaluated by and held accountable according to the UWG Academic Integrity & Honesty Policy standard.
- Students who commit a violation of the policy,
 - will earn an F in the course.
 - will be denied access to the remainder of the course
 - will be reported to the Head of their graduate program
- Each violation of UWG's Academic Integrity & Honesty policy will be
 - recorded in the case a similar violation is reported in the future.
 - reported to UWG's Office of Community Standards
 - reported to the Dean of the College
- Even in the case academic dishonesty or lack of integrity cannot be determined, a work that is or contains a phrase or portion that is similar to other students' (past or present) work, other scholars' work, or online sources will not earn points and a report will be submitted to the OCS and Dean.

Late/Make Up Assignments:

The course is structured to account for unexpected life events without it adversely impacting final grades.

- Connection Reports & Mini-Essays: Each has a due date/time.
 - They will be graded after that date.
 - If submitted before graded, it will be accepted without penalty.
 - Reports & Mini-Essays will not be accepted after they have been graded.

- o The lowest Report & Mini-Essay grades are dropped from final calculations.
- Discussions: Posts/Follow up Questions & Answers/Responses/Engagements each have their own due dates/times. The discussion has an end date.
 - o All engagements (posts, questions, replies) will be accepted until the end date but late posts, questions, or replies will lose up to 10 points.
 - o No submissions are accepted after the end date.
 - o The lowest discussion grade is dropped from final grade calculations.
- Literature Review: Draft/Outline & Revised/Completed product both have due dates/times.
 - o They will be graded after that date.
 - o If submitted before graded, it will be accepted without penalty.
 - o Neither will be accepted after they have been graded.

SOCI - 6986 - Applied Project

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Routing Information

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

School/ Department*

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

SOCI

Course Number* 6986

Course Title* Applied Project

Course Type*

Sociology

Catalog Course Description*

Completion of a major paper or project based on the student's SOCI 6286 internship (or workplace in the event that the internship requirement has been waived). The paper or project will involve a review of relevant literature, overview of the internship site, application of sociological research methods, and analysis, including implications or recommendations. The paper/project will be presented to a three-member committee in an oral defense.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites SOCI 6286

Concurrent Prerequisites

317/431

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?* Experience with the applied track for the MA in Sociology indicates that students get more out of their internship experiences (in SOCI 6286) and write stronger papers/projects when these two things are done separately. This creates a course in which students will work with their applied track chair to write their applied paper/project.

Student Learning Outcomes* 1) Apply sociological literature to an internship or workplace site
2) Apply sociological analysis to field observations collected during the student's internship
3) Use sociological literature and/or research to develop implications or recommendations for the site

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement


Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?*

- Yes
- No

If yes, what will the fee be?* NA

Fee Justification

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

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

CONCOURSE FORMAT

Other * College of Arts, Culture, and Scientific Inquiry * Anthropology, Psychology, and Sociology

Applied Project

SOCI 6986 – 3 credits

Course Description

Completion of a major paper or project based on the student's SOCI 6286 internship (or workplace in the event that the internship requirement has been waived). The paper or project will involve a review of relevant literature, overview of the internship site, application of sociological research methods, and analysis, including implications or recommendations. The paper/project will be presented to a three-member committee in an oral defense.

Prerequisites: Completion of SOCI 6286 OR permission of instructor

Co-Requisites: None

Learning Outcomes:

- 1) Apply sociological literature to an internship or workplace site
- 2) Apply sociological analysis to field observations collected during the student's internship
- 3) Use sociological literature and/or research to develop implications or recommendations for the site

Course Materials:

No texts are required for this course. The student will review and read relevant literature from sociology and other journals, academic books, and other sources.

Course Evaluation:

The course will be graded S/U based on the student's progress toward completion of the internship paper/project.

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

BIOL - 5430 - Wildlife Techniques

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

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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 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

Course Information

Course Prefix*

BIOL

Course Number* 5430

Course Title* Wildlife Techniques

Course Type*

Biology

Catalog Course Description*

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. 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 provides students with the hands-on experience needed for careers in ecology, wildlife biology, veterinary science and natural resources. Current courses do not provide a similar experience or content. This course has been taught the past 2 summers (2020 & 2021) as BIOL 6985 (Graduate Special Topics in Biology).

Student Learning Outcomes*

- Describe fundamental concepts and demonstrate mastery of techniques for researching wildlife including wildlife taxonomy & anatomy, map & compass navigation, noninvasive survey methods, capture, handling, sexing/aging & marking techniques, remote tracking, and habitat vegetation sampling.
- Apply and communicate concepts via written and oral forms
- Follow safety and animal welfare guidelines

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Planning Info*


- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment* 4

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

If yes, what will the fee be?* 0

Fee Justification Not applicable

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.

Wildlife Techniques

BIOL-5430

Summer 2021 Section 01 3 Credits

Description

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling.

Contact Information

Professor: Dr. Andrew Edelman

Email: aedelman@westga.edu

Office: Biology Rm. 280

Phone: 6788394042

- Best way to contact me: email
- Other communication platforms: With advanced notice, google voice or video conference.
- Office Hours: by appointment only during the summer.
- Communication policy: I will do my best to respond to email, discussion posts, etc. within 24 hours or sooner, Monday-Friday, 8am-5pm.

Meeting Times

Class Session

Monday, Tuesday, Wednesday, Thursday, Friday, 8:00 AM to 11:45 AM, Biology Building, Room 101

We will begin the course promptly at 8 am. Requires several evening/early morning field trips for the capture of animals. See schedule for tentative dates and times. Significant amounts of class time will be spent outside. We may need to reschedule activities due to inclement weather.

Materials

General Items

See below for recommended clothing and other items to bring each day for comfort and protection. A paper notebook (spiral or bound) and a writing utensil are needed for recording daily activities and species observed. A smartphone is also recommended for activities such as taking pictures, navigation, and the bioblitz.

Computer with reliable internet access and Microsoft Office 365, Adobe Reader, and other free programs

This is a hybrid course with both online and face-to-face components. This means that you will need to be comfortable with technology. I will use a variety of instructional strategies in teaching the content of this course that require technology. If you do not have access to a computer and/or internet, the instructor can connect you to UWG resources that can help. You

will need to be able to do the following technology things in order to be successful in this course:

1. Access CourseDen from a desktop or laptop computer at least 5 times each week. CourseDen is not mobile-device friendly so you will not be able to complete this course on a phone or tablet.
2. Download documents (word, pdf, etc.) from CourseDen.
3. Upload documents/assignments to the appropriate assignments box in CourseDen.
4. Have an authorized version of Microsoft office 365. This is available for all students free by going from [UWG](https://www.westga.edu/its/microsoft-office-365.php). (<https://www.westga.edu/its/microsoft-office-365.php>)
5. Have Adobe Acrobat Reader for viewing and entering for information. Available for free from [Adobe](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>).
6. Access and watch videos. Videos may be embedded in CourseDen or may be externally linked.
7. Complete quizzes in CourseDen or within videos.
8. Use the email function in CourseDen in order to contact fellow students and your instructor.
9. Participate in online discussion boards.

□ Outcomes

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling. The class is challenging and requires a significant commitment of time and energy. This course will address the following learning goals:

- Describe fundamental concepts and demonstrate mastery of techniques for researching wildlife including
 - Wildlife taxonomy & anatomy
 - Map & compass navigation
 - Noninvasive survey methods
 - Capture, handling, sexing/aging, & marking
 - Remote tracking
 - Habitat vegetation sampling
- Apply and communicate concepts via written and oral forms
- Work safely and effectively in a collaborative team environment
- Follow safety and animal welfare guidelines

Instructional Approach & Safety Considerations

- Instruction in this course will be delivered in a hybrid format with up to 50% of class instruction online and at least one class session online.
- Class sessions will be primarily be focused on conducting hands-on activities usually outdoors. You will be expected to be active in outdoor conditions including hot/cold temperatures, rainfall, early morning and night periods, uneven terrain, in creeks, and hike while hauling equipment.
- Student safety is a top priority. The professor may revoke a student's participation in a class activity if safety protocols are ignored or breached. You may encounter stinging insects, [ticks \(https://www.cdc.gov/ticks/avoid/on_people.html\)](https://www.cdc.gov/ticks/avoid/on_people.html), [chiggers \(https://www1.nyc.gov/site/doh/health/health-topics/chiggers.page\)](https://www1.nyc.gov/site/doh/health/health-topics/chiggers.page), thorny plants, [poison ivy \(https://www.cdc.gov/niosh/topics/plants/default.html\)](https://www.cdc.gov/niosh/topics/plants/default.html), and other outdoor hazards. Ticks in particular can transmit a variety of diseases and you should be vigilant about protection and checking for ticks each day. You should dress appropriately in closed-toed, supportive shoes (hiking boots ideal), long pants, a long-sleeved shirt, sunhat, eye protection, work gloves, and layered clothing (insulation and rain layers). Sunscreen and bug spray are recommended. Make sure to tell your instructor of any medical issues and have needed medications with you. Bathrooms are not always available, and you may have to find alternatives. Bringing food, water, a smartphone, and a headlamp are recommended on any excursions particularly at night.
- Animal welfare is a top priority. Only students cleared by the instructor will be allowed to handle wildlife. Students must complete course content and show the maturity to be given permission to handle animals. This permission may be revoked by the professor at their discretion to protect animal welfare. Some animals such as bats cannot be handled by students because of requirements such as rabies vaccinations and government permits.
- Students must be willing to invest significant time working on the course each day to stay on track and perform well. Given the hybrid format, success in this course requires self-motivation, good organizational skills, and a willingness to communicate with

the instructor.

- **Disclaimer:** The instructional approach, assignments/exams, and grading scheme may be modified if UWG changes class delivery expectations or the academic calendar during the semester.

□ Evaluation

Your final grade in the course will be determined by the grade you receive on your online and in-person assignments and participation (60% of overall grade), field notebook (10% of overall grade), and the techniques poster (30% of overall grade). Assignment grades are based on completion of each required item, adherence to the assignment guidelines, quality of work (quizzes, writing, etc.). Writing assignments will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work).

Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. No extra credit or curving of grades are offered in this course. I will not respond to any related requests. Feedback and grades will be posted on CourseDen periodically throughout the semester. You will need the following percentage points to ensure a specific letter grade: A 89.5-100%, B 79.5-89.4%, C 69.5-79.4%, D 59.5-69.4%, and F < 59.4%.

□ Assignments

The course is divided into topics presented in class and on CourseDen. Within each topic, the content will be presented in various ways including activities, readings, short narrated lectures, videos, and other methods. Assignments vary depending on the topic but will include a field notebook, in-person participation, written responses, quizzes, online discussion posts, writing summaries, at-home activities, and other methods. Each assignment will have further instructions posted in CourseDen. The overall goal for these assignments is to provide you with a meaningful activity that will help you learn the content and apply it to a relevant learning objective. Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment (see late work policy below). The wildlife techniques poster is the capstone course project. Details and a rubric for this project will be given separately. Graduate students will be assigned as group leaders for various field activities throughout the course and will also be responsible for deploying live trapping grids and recording associated data.

□ Course Policies and Resources

Attendance Policy

The compressed nature of the Maymester means that every class session is equivalent to over a week of class content during a regular semester. As such, students are expected to attend all class sessions listed in the schedule. Missing a class will mean the student cannot complete the activities and field notebook entry for that day. Many class sessions are held outside at remote locations. Tardiness may result in the student not being able to find the class if they already have started conducting work and they will miss important announcements. You are expected to check CourseDen at least every weekday to keep up with any announcements and assignments. Please note that you will need to have reliable access to the internet during this class; travel to locations without internet access do not excuse you from the work. This course is not self-paced.

To distribute Title IV funding (federal student aid), student attendance verification is required. You will verify your attendance by logging in to CourseDen or attending a class session before the roster verification date (otherwise you may be dropped from the class for non-attendance).

Late Work Policy

Given the compressed time scale of the Maymester, timely completion of work is extremely important for student progression and management of the course. Late assignments will not be accepted. Exceptions to this policy will be considered if timely third-party documentation of events (medical/family emergency) that would prevent a student from completing an assignment can be provided.

Vacations, weddings, work, and other commitments are not considered valid excuses. Neither is waiting to complete assignments until right before the due date and encountering technical/computer issues, realizing it will take more time than expected, or that you need to ask a question.

Honor Code Violations

Any breach by a student of the UWG Honor Code (plagiarism, cheating, fabrication, aid/knowledge of academic dishonesty, lying, bribery or threats, stealing, etc.) will at a minimum result in a zero grade on the relevant assignments and may lead to further penalties. Turnitin software will be used to assess plagiarism in written assignments.

Expected Response Time

Given that we meet every weekday during Maymester, I encourage you to ask questions during class time. After class, please use the CourseDen email function to contact me with questions that you do not want to post publicly (questions about grades, late work, etc.). This account will usually be checked a minimum of twice each day. You will receive a response typically no later than the next business day for messages sent before 5 pm M-F. For content/assignment questions, I would prefer for you to use our Course Questions Discussion Forum. This allows me to post a response that others in the class can see. Or another student may be able to respond to you faster than me this way. I will make every attempt to return major assignments by the end of the week they are due, but the amount of feedback required may extend that time. For writing assignments, I typically use the comment function in Microsoft Word and return the file via the submission folders. You must have an authorized version of Microsoft Word to view his comments.

□ 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 more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) 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).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [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.

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pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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](#).

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

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Wildlife Techniques Tentative Schedule

Dates are tentative and may be changed as needed particularly for bad weather.

Students must sign up for at least one evening session to open mammal live traps and net bats.

Day	Class Topic	Online Modules due @ 11:59 pm
Thursday, May 13 8:00-11:45 am Meet in Rm 101	Introduction to course Measurement estimation	1. Course Introduction & First Day Assignments (May 13) 2. Navigation (May 13)
Friday, May 14 8:00-11:45 am Meet at pavilion	Maps, compass, & navigation	3. Defining Wildlife (May 14, poster component)
Monday, May 17 8:00-11:45 am Meet in Rm 101	Live capture array set up (half of class, last names A-G)	4. Capture & Handling (May 16, poster component) 5. Game Cameras (May 17)
Tuesday, May 18 8:00-11:45 am Meet in Rm 101	Live capture array set up (half of class, last names H-Z)	
Wednesday, May 19 8:00-11:45 am Meet at pavilion 7:00-8:00 pm Meet at pavilion	Live capture array set up Check herp. transect Open mammal traps (evening, half of class, last names A-G)	6. Sex & Age Determination (May 19 poster component)
Thursday, May 20 8:00-11:45 am Meet at pavilion 6:30pm-12:00 am Location TBA	Check Mammal traps Check herp. transect Bat netting (night, half of class, last names H-Z)	
Friday, May 21 8:00-11:45 am Meet at pavilion	Check herp traps Game camera Data	7. Marking Techniques (May 21, poster component)
Monday, May 24 6 am-9:45 am Location TBA	Bird netting & boxes	8. Draft Poster (May 23) 9. Radiotelemetry (May 24)
Tuesday, May 25 8:00-11:45 am Meet at pavilion	Check herp. transect Radio-telemetry	10. Vegetation Sampling (May 25)
Wednesday, May 26 8:00-11:45 am 7:00-8:00 pm Meet at pavilion	Check herp. transect Vegetation sampling Open mammal traps (evening, half of class, last names H-Z)	11. Peer-review Poster Comments due (May 26)
Thursday, May 27 8:00-11:45 am Meet at pavilion 6:30 pm-12:00 am Location TBA	Check mammal traps Check herp. transect Bat netting (night, half of class, last names A-G)	
Friday, May 28 8:00-11:45 am Meet at pavilion	Remove traps, closed down herp transect, and clean up field gear	12. Final Poster (May 31) 13. Final Field notebook (May 31)

CS - 5210 - Programming Fundamentals

2022-2023 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CS

Course Number* 5210

Course Title* Programming Fundamentals

Course Type*

Computer Science

Catalog Course Description* An introduction to programming. Students will develop the skills to design, implement, and test algorithmic solutions in a high-level programming language.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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 will be a required course for the proposed Computer Science Endorsement Program. The course meets several content standards and requirements of the endorsement program. Currently existing graduate computer science courses, except for CS6311 Program Construction I (which will be another required course of the endorsement program), do not address the standards and requirements of the endorsement program or have too many other objectives that do not serve the endorsement program.

As an introduction to the fundamental concepts of programming, the course is well suited to serve graduate programs in other areas that include a computing component.

Student Learning Outcomes*

1. Design a solution algorithm for a small-scale computational problem.
2. Implement a solution algorithm using suitable data types and control structures of a high-level programming language.
3. Employ abstraction mechanisms, including functions, an application programming interface, and object-oriented programming concepts, to structure and organize a program.
4. Use best practices to document a program.
5. Test and debug a program for correctness.

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.

Programming Fundamentals

CS-5210

2021 Section Draft Section 01/01/2021 to 12/31/2021 Modified 02/22/2021

Description

An introduction to programming. Students will develop the skills to design, implement, and test algorithmic solutions in a high-level programming language.

Requisites

Prerequisites: none

Corequisites: none

Contact Information

Instructor: Dr. Anja Remshagen

Email: anja@westga.edu

Office: TLC 2-211

Phone: 678-839-6657

Website: https://www.westga.edu/profile.php?emp_id=26 (https://www.westga.edu/profile.php?emp_id=26)

Office Hours

TR 11am - 1pm, W 1 - 3pm, and by appointment

Office hours are held online via this [Google Meet](https://meet.google.com/xcc-cjcp-bxe). (<https://meet.google.com/xcc-cjcp-bxe>)

Meeting Times

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

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

Materials

How to Think Like a Computer Scientist: Interactive Edition

Publisher: Runestone Interactive

Availability: Online

Price: \$0

The textbook is available at no cost at [Runestone Interactive](https://runestone.academy/runestone/static/thinkcspy/index.html) (<https://runestone.academy/runestone/static/thinkcspy/index.html>)

Software

All software used in this course is freely available. We will be using:

- [Python 3.9 \(https://www.python.org/downloads/\)](https://www.python.org/downloads/)
- [Visual Studio Code \(https://code.visualstudio.com/\)](https://code.visualstudio.com/)

Hardware

The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

As there is a possibility that classes move online, be prepared to complete all work from home.

Other Resources

- The UWG library has various online textbooks about Python. I particularly like O'Reilly for Higher Education which offers free online textbooks. Follow the instructions on the site for [Computer Science Databases \(http://libguides.westga.edu/computerscience/databases\)](http://libguides.westga.edu/computerscience/databases) to access O'Reilly for Higher Education.
- [Python Documentation \(https://www.python.org/doc/\)](https://www.python.org/doc/)

Outcomes

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

- Design a solution algorithm for a small-scale computational problem.
- Implement a solution algorithm using suitable data types and control structures of a high-level programming language.
- Employ abstraction mechanisms, including functions, an application programming interface, and object-oriented programming concepts, to structure and organize a program.
- Use best practices to document a program.
- Test and debug a program for correctness.

List of Topics

- Debugging, syntax errors, runtime errors, semantic errors
- Variables, values, and data types
- Statements and expressions
- Boolean expressions
- Conditional statements
- Counting loops and while loops
- Functions, parameters, and return values
- Lists
- Objects and classes
- Inheritance and polymorphism
- Documenting programs and functions, comments

Evaluation

The final grade is calculated as follows:

Quizzes	20%
Labs	20%
2 Projects	30% (15% each)
2 Exams	30% (15% each)

There will be no opportunity for make-up work or extra credit.

The final grade will be determined based on the standard 10 point scale:

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

Assignments

Practice Exercises

The practice exercises are small programming exercises in which you practice and apply the learned concepts. Practice exercises are not graded.

Quizzes

The quizzes assess the comprehension of concepts of the covered material. Each quiz consists of ten multiple-choice type questions. Quizzes are taken through the course management system. You have two attempts on each quiz. The attempt with the highest grade counts. There will be 10-12 quizzes.

Labs

A lab consist of small-scale programming exercises. Labs will allow you to apply and extend concepts and techniques covered in the weekly unit. The solutions to a labs have to be submitted through the course management system. There will be 10-12 labs. Help available for las from the instructor and the csX lab.

Projects

There are two projects in this course, a midterm project and a final project. Each project is a medium-scale programming project and a week will be dedicated to each project. In the midterm project, you will implement practice all the concepts we have been learning so far. The midterm project will be completed before the end of the first half of the semester. The final project will give you the opportunity to bring together everything we have learned in the course.

You are expected to complete the projects on your own. No help will be available from the csX lab and help from the instructor will be limited.

Exams

There will be two exams, a midterm and a final exam. The exams will be taken through the course management system on the day specified in the schedule. You can take the exam any time on the specified day, but once started, you have only two hours to complete the exam. The exam will consist of multiple choice questions and questions that require writing code snippets.

Schedule

The following is a tentative schedule.

Jun 1	First day of class
Jun 1 & 2	Open add/drop period
TBA	Roster verification (For the roster verification, the instructor verifies your attendance by the submissions of labs and quizzes through the course managements system. The most recent day of attendance is considered to be the day of the most recently submitted work or discussion post through the course website. Viewing resources on the course website is not considered as attendance for the purpose of roster verification.)

Jun 25	Midterm Project due
Jun 23	Midterm Exam
Jun 28	Withdrawal deadline
Jul 21	Final Project due
Jul 23	Final Exam

* Course Policies and Resources

Communication

Communication takes place mainly through forums, email, and Google Meet:

- Forums: I will post course-related announcements on the forum “Announcements” on the course website. The announcements will also be sent to your email address. The “Student Forum” can be used by you to communicate with the entire class. You can direct questions to your peers, post links to interesting material, or share any interesting experience, for example. Generally, I will not monitor this forum. If you have a question for me, please contact me directly by email.
- Email: Email me (anja@westga.edu) with questions or to set up an appointment. If I do not respond within 24 hours on a university business day, please resend the email. Please, keep in mind that I may not check my email on weekends and holidays.
- Google Meet: I will hold office hours via this [Google Meet \(https://meet.google.com/xcc-cjcp-bxe\)](https://meet.google.com/xcc-cjcp-bxe). Just ask to join the meet. See the contact information above for days and times.
- Online Tutoring: You may check with the csX lab for help. For hours of the csX Lab see <https://www.westga.edu/cs/csx-lab.php> (<https://www.westga.edu/cs/csx-lab.php>).

Getting Help

As an online student, you are expected to be proactive in obtaining help if you need it. Please, use one of the above forms of communication to interact with the instructor or student assistant and to obtain help early. Take advantage of the csX Live!. See <http://www.cs.westga.edu/csx> (<http://www.cs.westga.edu/csx>) for details.

You may interact with other students in the class to discuss concepts and get clarification on assignment specifications. However, do not look at or copy another student’s solution when working on any assignment. Similarly, you should never share your own solution or share another student’s solution.

Expectations

An online course requires dedication and discipline on your part. As an online student, you are expected to:

- Read all assigned material, watch all videos, etc.
- Be aware of all due dates. Late work will not be accepted. Each graded activity has a due date and time set in Moodle. All times are specified in Eastern Standard Time. Moodle will not accept a submission that is even 0.1 seconds late. Note that Moodle’s time is the time on its server, which may not exactly match your computer’s time.
- Be proactive in your learning. Ask the student assistant and instructor for help early.
- Keep up and do not wait until the last minute to complete quizzes, labs, projects, and exams.

Be prepared to spend a lot of time to learn and practice the concepts of this class. In particular, you will spend many hours on hands-on assignments. Also be aware that some weekly units are harder than others and some hands-on assignments will require significantly more time than others. Start early.

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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).

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At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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](#).

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

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

CS - 5310 - Principles of Computer Science

2022-2023 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of Mathematics, Sciences, and Technology

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

Is this a College of Education course? Yes No

Course Information

Course Prefix*

CS

Course Number* 5310

Course Title* Principles of Computer Science

Course Type*

Computer Science

Catalog Course Description* Students will be introduced to a broad overview of computing related concerns including hardware, networking, security, and algorithmic thinking and programming.

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

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 will be a required course for the CS Education Endorsement program. The course meets several content standards and requirements for the program that are not met by any existing courses. Additionally, the course can serve future programs that wish to include a broad overview of computer science with content introducing concepts in the areas of networking and security as well as a brief introduction to programming.

Student Learning Outcomes*

The following outcomes align with standards 3.i-iii, 4.i-v, 5.ii-iv, and 6.i-iv in '505-3-.86 Computer Science Endorsement Program'.


1. Demonstrate knowledge of computer architecture and basic components including:
 - how data are represented on a computer including bits, bytes, words and binary, and both octal and hexadecimal number systems as well as conversions among them
 - main components of a computer system including CPU, OS, Memory, I/O devices, and peripherals
 - various types of storage options in a computing environment including hard drive, cloud storage, flash drives, DVDs
 - network components including hardware and software

2. Demonstrate knowledge of basic networking concerns including:
 - network topologies and protocols enable users, devices, and systems to communicate and collaborate with each other
 - the factors such as bandwidth, latency, and server capability that impact network functionality
 - abstractions in the Internet and how the Internet functions including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols
 - the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems

3. Demonstrate an understanding of basics of computer security including:
 - main tenets of information security including confidentiality, integrity, availability, authentication, and nonrepudiation; as well as related design principles
 - common network vulnerabilities (cyberattacks, identity theft, privacy) and the appropriate responses

4. Demonstrate ability to use computer systems to analyze data, including:
 - extracting information from data to discover, explain, and visualize connections or trends
 - creating models and simulations to help formulate, test and refine hypotheses
 - forming a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis

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.

CS 5310- Principles of Computer Science

Credit Hours – 3

Description

Students will be introduced to a broad overview of computing related concerns including hardware, networking, security, and algorithmic thinking and programming.

Meeting Times

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

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

Materials

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

Software

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

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

Hardware

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

- A reasonably modern computer
- A broadband network connection.

Other Resources

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

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

Outcomes

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

Demonstrate knowledge of computer architecture and basic components including:

- how data are represented on a computer including bits, bytes, words and binary, and both octal and hexadecimal number systems as well as conversions among them
- main components of a computer system including CPU, OS, Memory, I/O devices, and peripherals
- various types of storage options in a computing environment including hard drive, cloud storage, flash drives, DVDs
- network components including hardware and software

Demonstrate knowledge of basic networking concerns including:

- network topologies and protocols enable users, devices, and systems to communicate and collaborate with each other
- the factors such as bandwidth, latency, and server capability that impact network functionality
- abstractions in the Internet and how the Internet functions including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols
- the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems

Demonstrate an understanding of basics of computer security including:

- main tenets of information security including confidentiality, integrity, availability, authentication, and nonrepudiation; as well as related design principles
- common network vulnerabilities (cyberattacks, identity theft, privacy) and the appropriate responses

Demonstrate ability to use computer systems to solve problems including:

- extracting information from data to discover, explain, and visualize connections or trends
- creating models and simulations to help formulate, test and refine hypotheses
- forming a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis

Evaluation

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

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

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

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

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

Assignments

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

Activities

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

Quizzes

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

Homework

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

Projects

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

Exams

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

Course Policies and Resources

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

Attendance & Assignments

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

CONTENT

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

COMMUNICATION

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

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

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

UWG Common Language for Course Syllabi

The university's common policies can be accessed from the following link.

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

Professional Counseling and Supervision, Ed.D.

2022-2023 Graduate Revise Program Request

Introduction

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

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

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

Modifications (Check all that apply)*

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

If other, please identify. change to admissions requirements (add interviews with the faculty) and identification of eligible course electives

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

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

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name* Professional Counseling and Supervision, Ed.D.

Program ID - DO 19
NOT EDIT*

Program Code - DO 19
NOT EDIT

Program Type*

Degree Type*

Program Description* The mission of the Professional Counseling and Supervision program is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. In addition, program graduates will demonstrate competency in program evaluation and a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. This leader-practitioner program consists of two tracks: (a) 60 credit hours for those who enter without an Ed.S. in counseling or (b) 39 credit hours for those who enter with an Ed.S. in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track). Successful completion and defense of a dissertation are required.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements Include:

Licensed or License-eligible in counseling or related field Cumulative minimum graduate GPA of 3.5 on a 4.0 scale Official GRE scores not older than 5 years with preferred scores of Verbal 151 Quantitative 142 Writing 3.5 Masters in counseling or related field (e.g. psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)* *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice If all of the above are met, then the application requires the following: A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission Official transcripts from all schools attended for all degrees including schools attended only for transfer credit Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application Vitae Interview with the faculty Please see website for further information:
<https://www.westga.edu/academics/education/cspc/eddpcs/>

For Students Entering without Ed.S.

CEPD 9184 Doctoral Seminar Professional Issues

EDLE 8324 Ethical Leadership in Education

CEPD 8185 Professional Research Writing

EDSI 9961 Quantitative Research Methods

CEPD 9183 Directed Doctoral Research

EDSI 9962 Qualitative Research Methods

CEPD 9171 Program Evaluation

CEPD 9187 Doctoral Practicum in Supervision

CEPD 9153 Advanced Therapeutic Techniques in Counseling

CEPD 9186 Doctoral Internship

[Right] (Program Evaluation focus or Administrative Supervision focus)

CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations

CEPD 9199 Dissertation

[After] Electives 12

[After] (Approved electives include, but are not limited to the following: CEPD 8128, CEPD

limited to, the following: CEPD 8158, CEPD 8152, CEPD 8171, and CEPD 8141.

Additional elective courses may be approved by the program director.)

Core Class Credits: 48 Hours

Credits with 4 Elective: 12 Hours

CEPD 8138 Advanced Multicultural Counsel

CEPD 8171 Current Issues in Coun/Supvsn

CEPD 8152 Consult, Collab, & Dev in Coun

CEPD 8141 Supervision in Counseling

[Before]Additional courses may be approved by the program director

Total Credits: 60 Hours

For Students Entering with Ed.S.

CEPD 9184 Doctoral Seminar Professional Issues

EDLE 8324 Ethical Leadership in Education

CEPD 9153 Advanced Therapeutic Techniques in Counseling

EDSI 9961 Quantitative Research Methods

EDSI 9962 Qualitative Research Methods

CEPD 9183 Directed Doctoral Research

CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations

CEPD 9187 Doctoral Practicum in Supervision

CEPD 9186 Doctoral Internship

[Right] (Administrative Supervision focus)

CEPD 9199 Dissertation

Total Credits: 39 Hours

Carried over: 27 Hours

Total Credits: 66 Hours

Learning Outcomes:

Candidates will apply administrative supervision principles to the development of an administrative supervision plan. Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations. Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation. Candidates will analyze relevant literature and develop a comprehensive dissertation literature review. Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method. Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions. Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses


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

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

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

Step 2 - Adding New Courses

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


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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are requesting three revisions to the Ed.D. in Professional Counseling and Supervision.

(1) The addition of one admissions requirement--an interview with the faculty. This admissions requirement was previously required by the program and was removed a few years ago. The faculty would like to reinstate this admissions requirement in an effort to add an additional layer to the identification and selection of high quality doctoral applicants.

(2) The identification of pre-approved course electives for the 60-hour track. The following courses are pre-approved electives for students completing the 60-hour track of the Ed.D. program: CEPD 8138, CEPD 8152, CEPD 8171, and CEPD 8141. This does not apply to students completing the 39-hour track of the Ed.D. program, as they are not required to complete elective courses. We would like to identify the aforementioned four CEPD courses so that these electives automatically apply towards the 60-hour degree track within WolfWatch. In addition, we would like to add the language "additional courses may be approved by the program director" to allow for deviations from the aforementioned four electives, as approved by the program director.

(3) Program Description - these proposed revisions help to align the outdated program description with the current program structure. The program mission statement has been revised since the original program description was developed, and has been adjusted accordingly in this revised program description. Additionally, the two academic tracks (60-hour and 39-hour) have been highlighted to demonstrate the program options for those who enter with or without an Ed.S. in counseling.

Current program description:

The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 117 graduate hours, 30 hours beyond a 60 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track) Successful completion and defense of a dissertation are required.

Proposed revised program description:

The mission of the Professional Counseling and Supervision program is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. In addition, program graduates will demonstrate competency in program evaluation and a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. This leader-practitioner program consists of two tracks: (a) 60 credit hours for those who enter without an Ed.S. in counseling or (b) 39 credit hours for those who enter with an Ed.S. in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track). Successful completion and defense of a dissertation are required.

Please note that, because these requested revisions do not alter the required program curriculum, the program assessment map does not reflect revisions based on the identified program elective courses; elective courses are not incorporated into the overall program evaluation plan.

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

SACSCOC Substantive Change

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


Send questions to rakins@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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


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

Program Map*

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

Assessment Plan*

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

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

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

Ed.D. Professional Counseling and Supervision Admissions Requirements

Current:

Program Specific Admittance Guidelines

Required Qualifications:

In order to eligible to apply to the Ed.D. in Professional Counseling and Supervision, **all of the following must be met:**

1. Licensed or license-eligible in counseling or related field
2. Cumulative minimum graduate GPA of 3.5 on a 4.0 scale
3. Official GRE scores not older than 5 years with preferred scores of
 - Verbal 151
 - Quantitative 142
 - Writing 3.5
4. Master's in counseling or related field
 - (e.g., psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)*
 - *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.
5. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice

If all of the above are met, then the application requires the following:

1. A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
2. Official transcripts from all schools attended for all degrees including schools attended only for transfer credit
3. Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application
4. Vitae

Proposed:

Program Specific Admittance Guidelines

Required Qualifications:

In order to eligible to apply to the Ed.D. in Professional Counseling and Supervision, **all of the following must be met:**

1. Licensed or license-eligible in counseling or related field
2. Cumulative minimum graduate GPA of 3.5 on a 4.0 scale
3. Official GRE scores not older than 5 years with preferred scores of
 - Verbal 151
 - Quantitative 142
 - Writing 3.5
4. Master's in counseling or related field
 - (e.g., psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)*
 - *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.
5. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice

If all of the above are met, then the application requires the following:

5. A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
6. Official transcripts from all schools attended for all degrees including schools attended only for transfer credit
7. Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application
8. Vitae
9. Interview with the faculty

No Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Doctoral Seminar: Professional Issues [3] EDLE 8324 Ethical Leadership in Education [3]	6
	Fall	CEPD 8185 Professional Research Writing [3] EDSI 9961 Quantitative Research Methods [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research Methods [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Doctoral Practicum in Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3] CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus) Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Doctoral Internship [3] (Program Evaluation Focus) Elective Opportunity	6
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation [3] Elective Opportunity	3
	Spring	CEPD 9199 Dissertation [3] Elective Opportunity	3
Core Class Credits			48
Credits with 4 Electives			12
Total Credits			60

(Approved electives include, but are not limited to, the following: CEPD 8138, CEPD 8152, CEPD 8171, and CEPD 8141. Additional courses may be approved by the program director.)

This document outlines the courses in which each PL SLO is measured, and by which instrument the PL SLO is measured.	EDLE 8324 Ethics in Educational Leadership	CEPD 9184 Seminar I: Professional Issues	CEPD 9153 Advanced Therapeutic Techniques in Counseling	EDSI 9961 Quantitative Research	EDSI 9962 Qualitative Research	CEPD 9183 Directed Doctoral Research	CEPD 9185 Seminar II: Advocacy	CEPD 9187 Supervision	CEPD 9186 Internship	CEPD 9199 Dissertation (repeated for credit)	Program Exit (Near Completer) Survey	Program Completer Survey
	no key assessment	CEPD 9184 Professional Issues Rubric	CEPD 9153 Crisis Guidance Presentation	EDSI 9961 Quantitative Data Analysis	EDSI 9962 Qualitative Data Analysis Project	CEPD 9183 Ed.D. Literature Review	CEPD 9185 Advocacy Intervention	CEPD 9187 Administrative Supervision Model	CEPD 9186 Administrative Supervision Final Report	Qualtrics Dissertation Proposal Evaluation (formativ); Qualtrics Dissertation Defense Evaluation (summative)		
Candidates will apply administrative supervision principles to the development of an administrative supervision plan.								X	X		X	X
Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.							X				X	X
Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.		X	X								X	X
Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.						X				X	X	X
Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.				X	X					X	X	X
Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.										X	X	X
Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.										X	X	X

Computer Science Endorsement

2022-2023 Graduate New Program Request

General Information

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2022

Program Type*

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

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

**School/
Department***

Department of Educational Technology and Foundations

**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* Computer Science Endorsement

Degree Type*

Endorsement

**Program
Description***

The purpose of the graduate-level Computer Science Endorsement Program is to strengthen and enhance candidates' competencies for teaching computer science and computational thinking skills in grades P-12. Individuals who earn this endorsement are in-field to teach computer science curriculum in grades P-12.

This program is aligned to the Computer Science Endorsement Standards, as outlined by the Georgia Professional Standards Commission in Rule 505-3-.86. The standards seek to develop candidates' knowledge and skills in the following areas: (1) CT Skills for Problem Solving; (2) Third Generation Programming Languages; (3) Computer Systems & Organization; (4) Networks & Internet; (5) Digital Artifacts, Data Analysis, Modeling & Simulation; (6) Security, Privacy, and Safety; (7) CT-Integrated Unit Planning for Diverse Audiences; and (8) Partnerships and Educational Programming for Robust CS Programs.

Provided through a collaboration of UWG faculty of computer science (CACSI) and instructional technology (COE), the proposed program consists of a 4-course sequence of a total of 12 credit hours:

CS 5210: Programming Fundamentals;

CS 6311: Program Construction 1;

MEDT 7499: Methods & Strategies for CT-integrated Learning; and

CS 5310: Principles of CS

The endorsement can be completed as a stand-alone.

Program Location*

Online

Status*

Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face

Online Only

Hybrid

Curriculum Information

Select *Program* below, unless creating an *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.

Admission Requirements

- 2.75 GPA from a Bachelor's Degree Program from an accredited institution -
To be eligible for the professional Online Teaching Endorsement, the applicant must hold a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field, as recognized by the Georgia Professional Standards Commission.

Computer Science Endorsement

CS 5210 Programming Fundamentals

CS 5310 Principles of CS

CS 6311 Program Construction I

MEDT 7499 Methods & Strat. for CT-integrated Learning

**[After] 1. Subscription to Tk20 required (or other program assessment database as directed)
2. The Computer Science Endorsement is a program approved by the Georgia Professional Standards Commission (GaPSC) with the purpose of preparing candidates to teach computer science at the P-12 level (GaPSC Rule 505-3-.86; July 2021). 3. Eligibility: "Educators holding a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field and who complete the Computer Science Endorsement are qualified to teach computer science to students in grades P-12" (GaPSC Rule 505-2-.163; July 2021). 4. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.**

Justification and Assessment

Rationale* All Georgia middle and high schools will be required to offer computer science by 2024-2025 (SB 108). In response to this, UWG faculty in computer science (Department of Computing and Mathematics, College of Arts, Culture, and Scientific Inquiry) and instructional technology (Department of Educational Technology and Foundations, College of Education) propose to offer the GaPSC-recognized Computer Science Endorsement Program (in accordance with GaPSC Rule 505-3-.86).

The purpose of the Computer Science Endorsement Program is to strengthen and enhance current Georgia teachers' competencies for teaching computer science skills in grades P-12. As a result of completing this program, students will be credentialed to teach computer science in grades P-12.

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

The program shall prepare candidates who:

1. Demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out.
2. Demonstrate proficiency in at least one third-generation programming language.
3. Demonstrate proficiency in basic computer system components and organization.
4. Demonstrate proficiency in fundamental principles of computer networks and the Internet.
5. Demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data.
6. Demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications.
7. Plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching computational thinking principles, computer programming and its applications.
8. Work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

SACSCOC Substantive Change


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

Send questions to rakins@westga.edu.

Check all that apply to this program*

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

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment


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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Post-Baccalaureate (Post-Bac)

CS Endorsement Program

Student Learning Outcome	Strategic Plan (2021+)	Measure/Method	Success Criterion	AY21	AY22	AY23	AY24	Interpretation & Use of Results	Improvement Plan
1	SP 1, 2, 3	1. How data will be collected: Candidates are required to submit into Tk20 their designed software system (CS 5210). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester the course is offered during the program. This assessment is 1 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	80% or more students at 2.0 or higher on all rubric criteria.						
2	SP 1, 2, 3	1. How data will be collected: Candidates are required to submit into Tk20 their CS/CT unit plan (MEDT 7499). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester course is offered in program. This assessment is 2 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.	80% or more students at 2.0 or higher on all rubric criteria.						

3	SP 1, 2, 3	<p>1. How data will be collected: Candidates are required to submit into Tk20 their Portfolio (CS 5310). 2. How assignment will be graded: Rated with a rubric specific for the assignment. 3. Who will be grading/reviewing: Course instructors. 4. When data are collected: Every semester course is offered in program. This assessment is 3 of 3 in the program. 5. How data will be reported: Data are reported in the percentage of students who scored a minimum of 2 on a 4 point rubric (1=Not Acceptable, 2=Developing, 3=Proficient, 4=Exemplary). Including the range of scores for each and every assignment listed in the Measure/Method would require a long list of ratings and/or graphs. So the results are reported in the percentage of students who reach proficiency on the given learning outcome.</p>	80% or more students at 2.0 or higher on all rubric criteria.						
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University of West Georgia
Program: Computer Science Endorsement (12 hours)

Entry Degree: Bachelor's or Higher

Exit Degree: No change

Entry Certification for Georgia Educators: Level T4 or higher

Student Name:	Student 917#:
Student Email:	Student Phone:
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (put "n/a" if not applicable):	Advisor Name:

Computer Science Endorsement (12 hours)

Course Prefix and Number	Course Title	Credit Hours	Semester	Grade
CS 5210	Programming Fundamentals	3		
CS 6311	Program Construction 1	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CS 5310	Principles of CS	3		

Notes:

- Subscription to Tk20 required (or other program assessment database as directed)
- The Computer Science Endorsement is a program approved by the Georgia Professional Standards Commission (GaPSC) with the purpose of preparing candidates to teach computer science at the P-12 level ([GaPSC Rule 505-3-.86; July 2021](#)).
- Eligibility: "Educators holding a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field and who complete the Computer Science Endorsement are qualified to teach computer science to students in grades P-12" ([GaPSC Rule 505-2-.163; July 2021](#)).
- Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

EFFECTIVE TBD

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE											
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.) 2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.) 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	DEPARTMENT:				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
	PROGRAM:	Computer Science			Demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out.	Demonstrate proficiency in at least one third-generation programming language.	Demonstrate proficiency in basic computer system components and organization.	Demonstrate proficiency in fundamental principles of computer networks and the Internet.	Demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data.	Demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications.	Plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching computational thinking principles, computer programming and its applications.	Work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.
		COURSES										
		1	CS 5210: Programming Fundamentals	I/R	I/R	I/R		I/R				
		2	CS 6311: Program Construction 1	R/M	R/M	R		R				
		3	MEDT 7499: Methods & Strategies for CT-integrated Learning	R		R	I/R	R	I/R	I/R/M	I/R/M	
		4	CS 5310: Principles of CS			R/M	R/M	R/M	R/M			
		5										
		6										
		7										
		8	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.									
		9										
		10	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.									
		11										
		12										
		13	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.									
		14										
		15										
		16										
		17										
		18										
		19										
		20	**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.									
		21										
		22										

[Link to our GaPSC-approved Curriculum Map \(May 2021\)](#)

MEDT - 7499 - Methods & Strategies for CT-integrated Learning

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester*

Summer

Desired Effective Year*

2022

Routing Information

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School/
Department*

Department of Educational Technology and Foundations

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 *

MEDT

Course Number * 7499

Course Title * Methods & Strategies for CT-integrated Learning

Course Type *

Media and Instructional Technology

Catalog Course Description *

This course develops candidates' competencies in creating computational artifacts, designing P-12 instruction for integrating computational thinking (CT) and/or computer science (CS), curating relevant pedagogical and professional CT or CS resources, and advocating for P-12 initiatives related to broadening diverse students' access to the domain of computing.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Candidates must be admitted to the M.Ed. in Instructional Technology, Media, and Design, the Ed.S. in Instructional Technology, Media, and Design or the Computer Science Endorsement Program.

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?*

What is the rationale for adding this course?

For three years, this course has been taught as a Special Topics course (MEDT 7485) previously under the name Leading Computational Thinking in P-12 Learning. The MEDT 7485 Special Topics course was used as an elective for students seeking the M.Ed. or the Ed.S. of Instructional Technology, Media, and Design (ITMD) in the Department of Educational Technology and Foundations (ETF). The ITMD programs are aligned to the Georgia Professional Standards Commission's Instructional Technology Standards, which were updated in 2021 to include the following standard: "6. Facilitator. (iii) Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems." Further, the 5th ISTE Standard for Students (2016) calls for all P-12 learners to be computational thinkers who "develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions." (The ISTE Standards for Students (2016) are what ITMD candidates are expected to enact with their P-12 students.)

Therefore, the first rationale for proposing the MEDT 7499 course is to formalize a relevant special topics course that has been taught three times and that is used as an elective in the M.Ed. and Ed.S. programs of ITMD.


A second rationale for adding the course is to include it as a course in the Computer Science Endorsement Program. In consultation with computer science faculty in the Department of Computing and Mathematics (CAM), ETF faculty have aligned this course to the relevant standards of the Computer Science Endorsement program (standards which have been announced through the Georgia Professional Standards Commission in Rule 505-3-.86).

The Student Learning Outcomes in this proposal are aligned to both the standards for the ITMD programs (as denoted by "GaPSC") as well as the standards for the Computer Science Endorsement Program (as denoted by "CSE").

Student Learning Outcomes*

1. Identify valid and credible resources, strategies, and activities for supporting the learning of computational thinking or computer science in P-12 schools or the community (GaPSC 6iii, CSE 7i).
2. Explain the traditional barriers to computing careers for underrepresented groups and highlight strategies for overcoming them (GaPSC 2ii, 6iii; CSE 7iii).
3. Explore professional learning networks, communities, and resources to build capacity and support for P-12 students' engagement in the domain of computing (GaPSC 6iii, CSE 8).
4. Analyze the benefits and challenges related to computing innovations in terms of their social, economic, and cultural impacts (GaPSC 3i-iv; CSE 5vii, 6v).
5. Express a rationale for the importance of P-12 learners' development of knowledge and skill in computational thinking (GaPSC 2i-iii; CSE 7i, 8).
6. Create computational artifacts that demonstrate the development of knowledge and skills related to decomposition, pattern recognition, abstraction, and/or algorithm design (GaPSC 7i; CSE 1-3).
7. Develop digital artifacts such as audio, video, animation, presentation, and websites (GaPSC 1i-iii; CSE 5i).
8. Develop a standards-based unit of instruction that:
 - Engages P-12 students in using computational thinking or computer science to solve problems or make decisions (GaPSC 6iii; CSE 7ii);
 - Incorporates a wide range of instructional strategies for individuals and groups for a diverse student population (GaPSC 5i-iii; CSE 7iii, 7vi);
 - Includes multiple forms of assessment (GaPSC 7i-iii; CSE 7iv); and
 - Guides P-12 students in safe, ethical online behavior (GaPSC 3i-iv; CSE 6v-vi).

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

379/431

Will this course have special fees or tuition required?*


Yes

No

If yes, what will the fee be?*

n/a

Fee Justification 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.



PROPOSED COURSE

MEDT 7499: Methods & Strategies for CT-integrated Learning

*Instructor Information

Instructor: Kim Huett

Class Meeting Time & Location: online

Office Location: Ed Annex 129

Telephone (direct): 678-839-6157

Telephone (department): 678-839-6558

Online Hours: TBD

Westga email: khuett@westga.edu

College of Education Vision

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

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course is aligned to the GaPSC Computer Science Endorsement Standards (CSE), the Georgia Instructional Technology Standards (GA-IT), the INTASC Model Core Teaching Standards (INTASC). This course's objectives, activities, and assignments are related directly to the appropriate standards.

*Course Information

Course Description

This course develops candidates' competencies in creating computational artifacts, designing P-12 instruction for integrating computational thinking (CT) and/or computer science (CS), curating relevant pedagogical and professional CT or CS resources, and advocating for P-12 initiatives related to broadening diverse students' access to the domain of computing.

Credit Hours: 3

Prerequisites: Candidates must be admitted to the M.Ed. in Instructional Technology, Media, and Design, the Ed.S. in Instructional Technology, Media, and Design or the Computer Science Endorsement Program.

Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s) Open Access Through UWG Library:

Kafai, Y.B., & Burke, Q. (2014). *Connected code: Why children need to learn programming*. Cambridge, MA: MIT Press.

<https://articles.westga.edu:2131/lib/westga/detail.action?docID=3339832>

Marji, M. (2014). *Learn to program with Scratch: A visual introduction to programming with games, art, science, and math*. No Starch Press. Retrieved from <https://ebookcentral.proquest.com/lib/westga/detail.action?docID=1650598>

Suggested Text(s) Located in CourseDen session modules.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

*Course Objectives and Learning Outcomes

1. Identify valid and credible resources, strategies, and activities for supporting the learning of computational thinking or computer science in P-12 schools or the community (GaPSC 6iii, CSE 7i).
2. Explain the traditional barriers to computing careers for underrepresented groups and highlight strategies for overcoming them (GaPSC 2ii, 6iii; CSE 7iii).
3. Explore professional learning networks, communities, and resources to build capacity and support for P-12 students’ engagement in the domain of computing (GaPSC 6iii, CSE 8).
4. Analyze the benefits and challenges related to computing innovations in terms of their social, economic, and cultural impacts (GaPSC 3i-iv; CSE 5vii, 6v).
5. Express a rationale for the importance of P-12 learners’ development of knowledge and skill in computational thinking (GaPSC 2i-iii; CSE7i, 8).

6. Create computational artifacts that demonstrate the development of knowledge and skills related to decomposition, pattern recognition, abstraction, and/or algorithm design (GaPSC 7i; CSE 1-3).
7. Develop digital artifacts such as audio, video, animation, presentation, and websites (GaPSC1i-iii; CSE 5i).
8. Develop a standards-based unit of instruction that:
 - Engages P-12 students in using computational thinking or computer science to solve problems or make decisions (GaPSC6iii; CSE7ii);
 - Incorporates a wide range of instructional strategies for individuals and groups for a diverse student population (GaPSC5i-iii; CSE 7iii, 7vi);
 - Includes multiple forms of assessment (GaPSC7i-iii; CSE 7iv); and
 - Guides P-12 students in safe, ethical online behavior (GaPSC3i-iv; CSE 6v-vi).

Assignments

Always refer to CourseDen for assignment details and due dates.

Reading Journals: Candidates will read and view a variety of literature and media related to computational thinking (CT) in schools, and they will use the Reading Journal assignments to trace the big ideas of their readings throughout the semester. See instructions in CourseDen. *(Objective 1, 2, 3, 4, 5, 8; Checklist)*

Discussions: Discussions will allow candidates to come together to socially process learning about CT or CS issues and topics. See instructions in CourseDen. *(Objective 1, 4; Checklist)*

Short Paper: Barriers to CS: Candidates will use their reading log to write focused papers about specific topics. See instructions in CourseDen. *(Objective 2, 5; Checklist)*

Elevator Speech: Through the Elevator Speech, candidates will communicate their rationale for supporting CT in a specific context. See instructions in CourseDen. *(Objective 2, 5, 7; Checklist)*

Computational Activities: Candidates will demonstrate their growing competencies with core CT concepts such as abstraction, decomposition, and algorithms. See instructions in CourseDen. *(Objective 6, 7; Checklist)*

Exploring & Curating: This project will allow candidates to examine and save the most relevant, appropriate resources for supporting CT or CS in P-12. See instructions in CourseDen. *(Objective 1, 2, 3; Checklist)*

CT Unit Plan (Key Assessment submitted in Tk20): Candidates will develop a CT-artifact-and-assessment-rich, in-depth unit plan for CT or CS learning (aligned to the INTASC standards). See instructions in CourseDen. (*Objective 6, 7, 8; Checklist*)

Portfolio: Candidates will feature their work in a build-it-as-you-go Portfolio, to be constructed at the beginning of the course and used every session thereafter. See instructions in CourseDen. (*Objective-All; Checklist*)

Grading Scale

Points Ranges for Letter Grades Determination

A = 90% - 100% (895-1000 points)

B = 80% - 89% (795-894 points)

C = 70% - 79% (695-794 points)

F = 0% - 69% (0 - 694 points)

Points for specific assignments are noted in the Course Outline below.

Grading and Other Policies

See [this Concourse Syllabus](#) for Additional Syllabus Policies that would appear in the syllabus.

Tk20 Assessment: CT Unit Plan

Through the CT Unit Plan content key assessment, candidates will work with a school-based computer science teacher to design and develop a unit plan aligned to Georgia Standards of Excellence (GSE). The plan will demonstrate candidates' knowledge and skills related to the selection of appropriate resources, strategies, activities, and/or manipulatives (CS Endorsement 7i); design of effective problem-solving tasks (CS Endorsement 7ii); development of instruction for diverse audiences (CS Endorsement 7iii, 7vi); design of multiple, varied assessments (e.g., diagnostic, formative, summative) to measure student learning (CS Endorsement 7iv); and reflection on appropriate modifications to unit plan. The CS Unit Plan will include sample computational artifacts and assessment instrumentation.

This midpoint key assessment will be assessed using a 4-point rubric with the criteria of Exemplary (4), Proficient (3), Developing (2), and Unacceptable (1). The rubric is aligned to the 10 INTASC Standards (e.g., Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, and Leadership and Collaboration). Assessment data will be input into the Tk20 assessment system by the program faculty member teaching the course each semester.

The UWG COE EPP and the Area of Computer Science will conduct systematic annual program data analysis each fall for the previous cycle of Fall-Spring-Summer. Candidate performance data will be analyzed annually—through collaboration of the faculty from Computer Science and COE teaching the courses—using descriptive statistics to determine areas where the program

may be improved to enhance candidate learning. Annual reports will be submitted to the COE EPP through their annual Closing the Loop assessment reporting structure each fall.

Course Outline

SESSION	READINGS & MEETINGS	DUE
<p>Session 0: Orientation & Session 1: What is CT?</p> <p>2 weeks</p>	<p>Topics Getting oriented What is this course about?</p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Discussion (S0): How do you do, everybody? (20)</p> <p>Portfolio Shell (20) (submit here)</p> <p>Discussion (S1): Computational Thinking (30)</p>
<p>Session 2: Access to CS, and CS Fundamentals</p> <p>2 weeks</p>	<p>Topics Access to CS (Girls), and CS Fundamentals Tech Issue Analysis: Focus on Cyberbullying</p> <p>PRADA for Pattern Recognition, Abstraction, Decomposition, and Algorithms</p> <p>Introducing Future-due Project: <i>Exploring and Curating</i></p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Computational Activities Check 1 (100)</p> <p>Discussion S3: Developing Safe Online Communities (30)</p>
<p>Session 3: Computing Standards; Tech Impacts on Society; Meet PRADA</p> <p>2 weeks</p>	<p>Topics Computing Standards, PRADA: Decomposition</p> <p>Introducing and Working on <i>Computational Activities, Check 2</i></p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Reading Journal, Part 1 (50)</p>
<p>Session 4: Access to CS, Culturally Responsive Pedagogy, Decomposition</p> <p>2 weeks</p>	<p>Topics Access to CS, Culturally Responsive Pedagogy, PRADA: Pattern Recognition</p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Short Paper: Barriers to CS (100)</p> <p>Computational Activities Check #2 (100)</p>
<p>Session 5: Accessible, Collaborative Pedagogies; Exploring and Curating; Pattern Recognition</p> <p>2 weeks</p>	<p>Topics CT Lesson Design; Accessible, Collaborative Pedagogies; PRADA: Algorithms</p> <p>Introducing and Working on <i>Computational Activities, Check 3</i></p> <p>Introducing <i>Learning Plan</i> (due later)</p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Exploring & Curating (100)</p>

PROPOSED COURSE: MEDT 7499: Methods and Strategies for CT-Integrated Learning

<p>Session 6: Leading CT and Why CS for All; Algorithms</p> <p>2 weeks</p>	<p>Topics Leading CT and Why CS for All; PRADA: Abstraction</p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. Reading Journal, Part 2 (50)</p> <p>Discussion S6: Elevator Speech (100)</p> <p>Computational Activities Check #3 (100)</p>
<p>Session 7: CT Lesson Design; and Reflecting</p> <p>2 weeks</p>	<p>Topics CT Unit Plan Design; and Reflecting</p> <p><i>See readings in CourseDen</i></p>	<p>Due Last Sunday of Session @11:59 P.M. CT Unit Plan (key assessment) (w/ Peer Review) (100)</p> <p>Final Portfolio (100)</p>

Addendum IV

CURRENT LANGUAGE

Complete 2002 (or equivalent) in a foreign language. Entering students with previous language experience are encouraged to take a placement test if they plan to continue the study of the same language.

PROPOSED MODIFIED LANGUAGE

~~Complete 2002 (or equivalent) in a foreign language.~~ Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR an approved 2000-level FORL course. Entering students with previous language experience are encouraged to take a placement test if they plan to continue the study of the same language.

PROPOSED REVISED LANGUAGE

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR an approved 2000-level FORL course. Entering students with previous language experience are encouraged to take a placement test if they plan to continue the study of the same language.

Addendum V



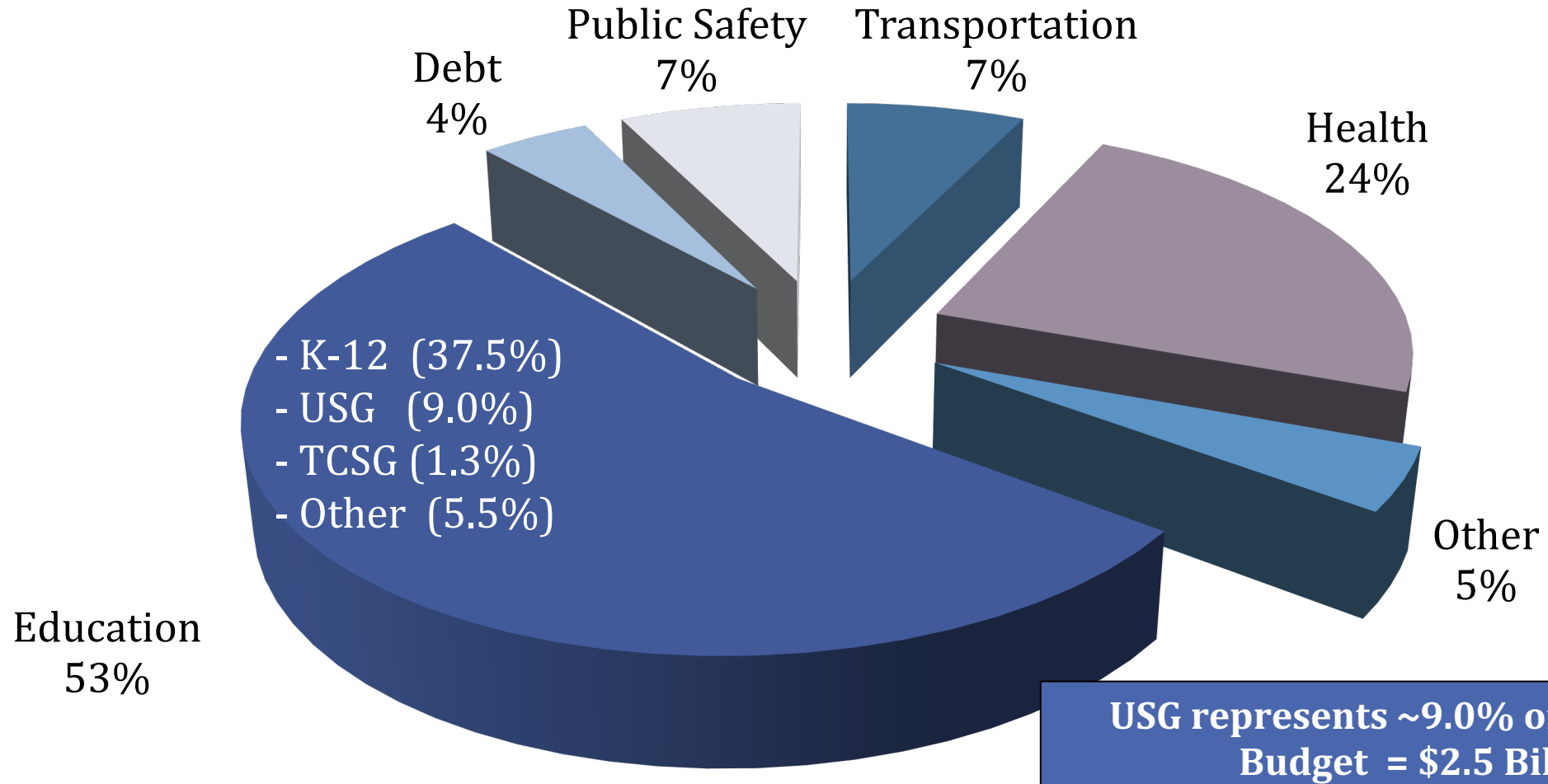
Faculty Senate Budget Committee Presentation

Dr. Jon Preston, Provost and Senior Vice President of Academic Affairs

John Haven, Vice President for Business and Financial Services

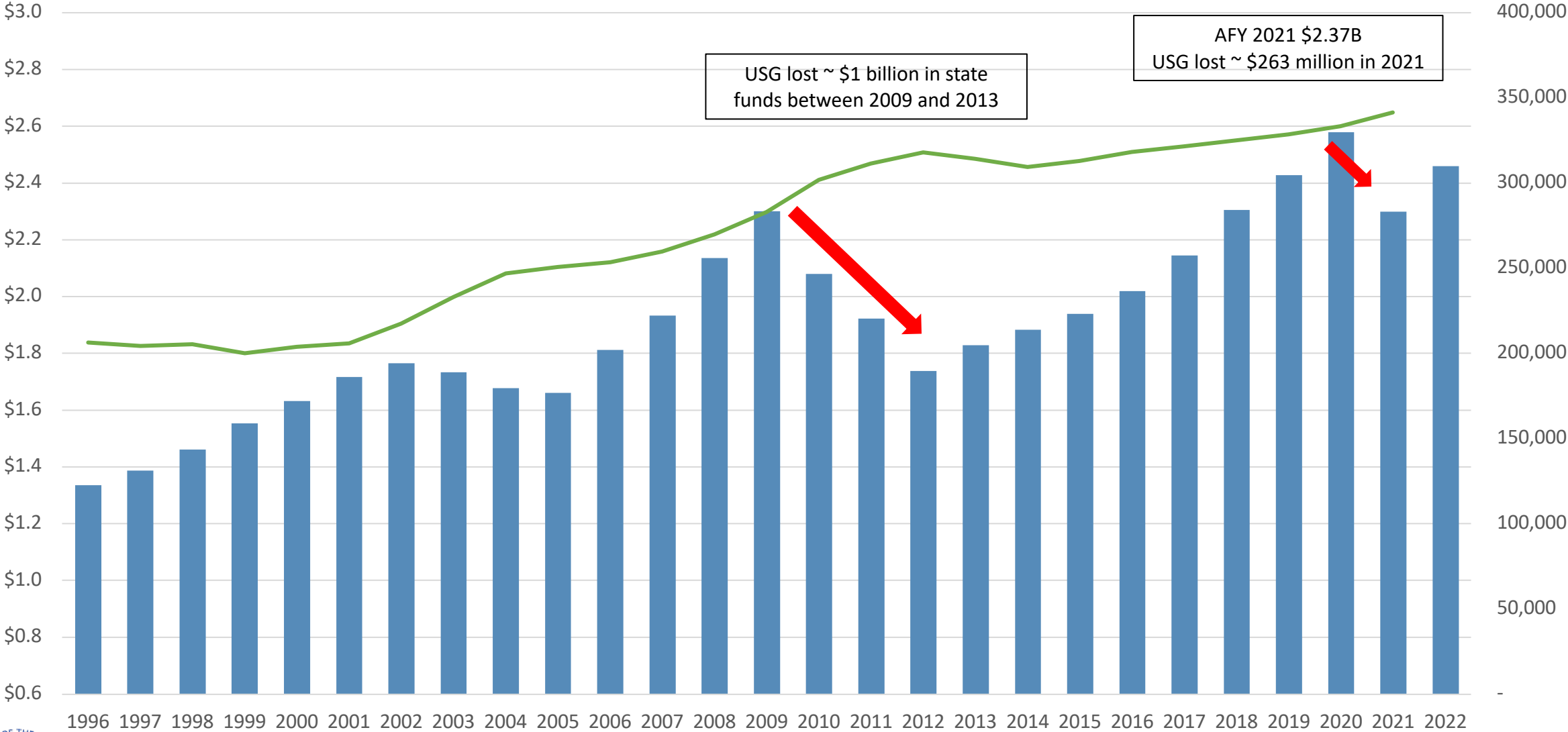
State of Georgia

Fiscal Year 2022 Budget by Policy Area



University System of Georgia Appropriations

In Billions



UNIVERSITY SYSTEM OF GEORGIA

Funding Formula

- Current “Formula for Excellence” in place since 1982
- Formula used to calculate the lump sum amount - approximates the cost to educate students (*faculty, support services, etc.*)
- Funding appropriated annually by the General Assembly
- Formula is an “Ask” formula not an Allocation formula
- Formula components:
 1. **Enrollment Growth** -- Based on Growth in Credit Hours (2-year lag)
 2. **Maintenance and Operations (M&O)** - Based on Increase in Square Footage
 3. **Health Insurance and Retiree Benefits** - Based on increases in health insurance premiums for current employees and retirees
- Historically 75/25 state funds/tuition split, currently ~ 50/50



FY 2023 Budget Cycle

(Budget Effective July 1, 2021 – June 30, 2022)

June – September 2021	<ul style="list-style-type: none">• Development of FY23 Budget Request
August or September 2021	<ul style="list-style-type: none">• Board Approval FY23 Budget Request
September 2021	<ul style="list-style-type: none">• USG Submits FY23 Budget Request to Governor
November 2021– April 2022	<ul style="list-style-type: none">• Institutional Budget Hearings
January 2022	<ul style="list-style-type: none">• Governor Releases Budget Recommendations
March/April 2022	<ul style="list-style-type: none">• General Assembly Finalizes FY23 Appropriations
April 2022	<ul style="list-style-type: none">• Board Approval Allocations, Tuition and Fees
April – May 2022	<ul style="list-style-type: none">• Institutions Develop and Submit FY23 Budget
May 2022	<ul style="list-style-type: none">• Board Approval FY23 Budget (By Institution)
June 2022	<ul style="list-style-type: none">• FY23 Annual Operating Budget Submitted to OPB

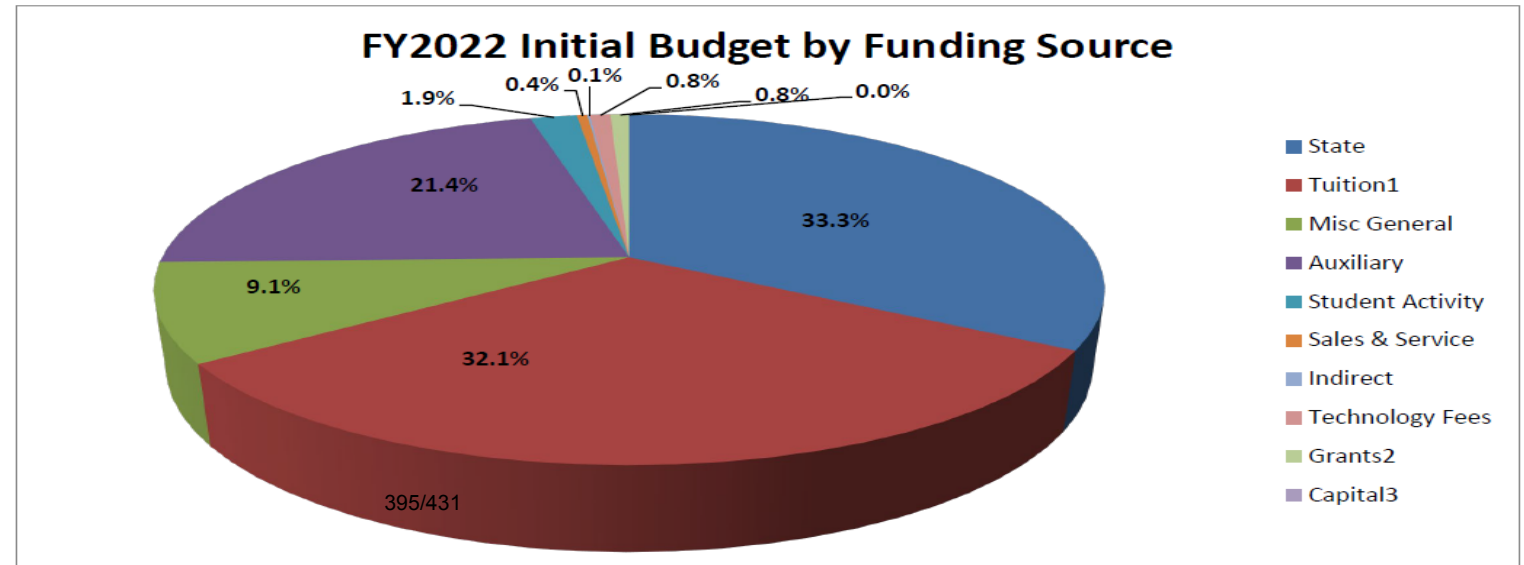
FY22 UWG Budget



UWG Total Initial Budget

	FY 2022		FY 2021	
	Amount	% Total	Amount	% Total
State	\$62,627,990	33.33%	\$60,547,250	31.28%
Tuition ¹	60,363,393	32.12%	59,230,184	30.60%
Misc General	17,105,193	9.10%	18,064,336	9.33%
Auxiliary	40,237,893	21.41%	46,605,144	24.08%
Student Activity	3,576,767	1.90%	4,090,137	2.11%
Sales & Service	810,746	0.43%	1,977,052	1.02%
Indirect	170,895	0.09%	164,321	0.08%
Technology Fees	1,579,105	0.84%	1,388,090	0.72%
Grants ²	1,434,458	0.76%	1,501,613	0.78%
Capital ³	-	0.00%	-	0.00%
Total	\$187,906,440	100.00%	\$193,568,127	100.00%

¹Tuition carryforward not included in chart. ²Does not include Federal Financial Aid or Scholarships. Federal Financial Aid in Initial Budget total \$24,428,625 in FY22 and \$26,325,068 in FY21. ³MRR Capital funding excluded from chart.

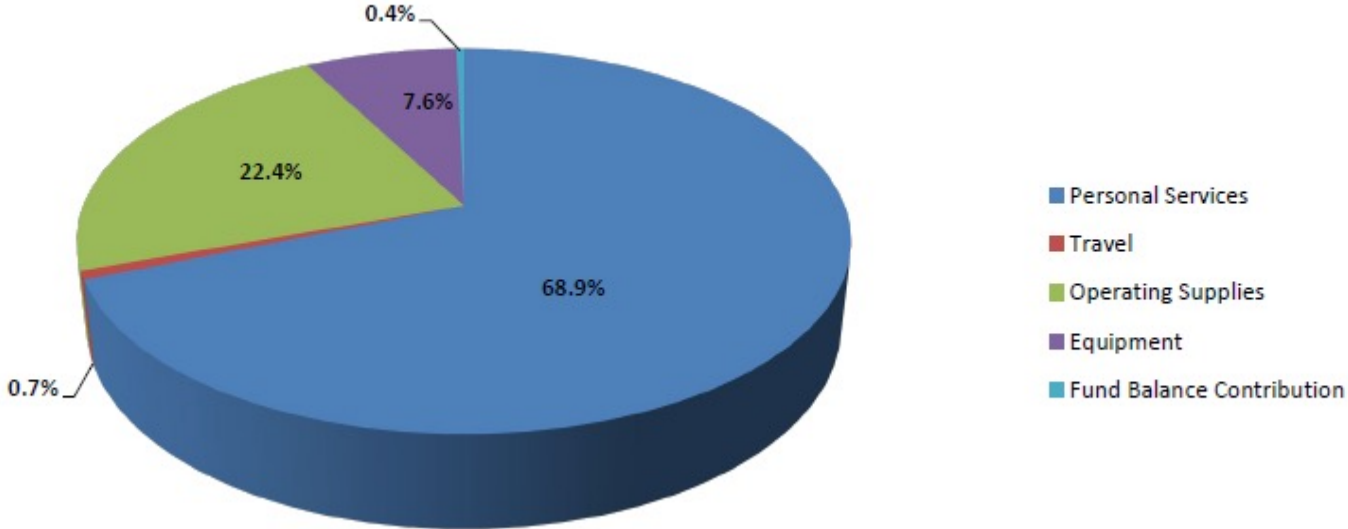


FY 2022 Expenditure Budgets University of West Georgia

Operating Expenses Include:

- Utilities
- Materials and Supplies
- Software Licensing Fees
- Insurance/Bonding
- Contract Services
- Repairs & Maintenance

FY 2022 Initial Budget by Expenditure Type



Budget Fund Codes



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10000 State

10500 Tuition

10600 Misc. (Course Fees)

13000 SAFBA

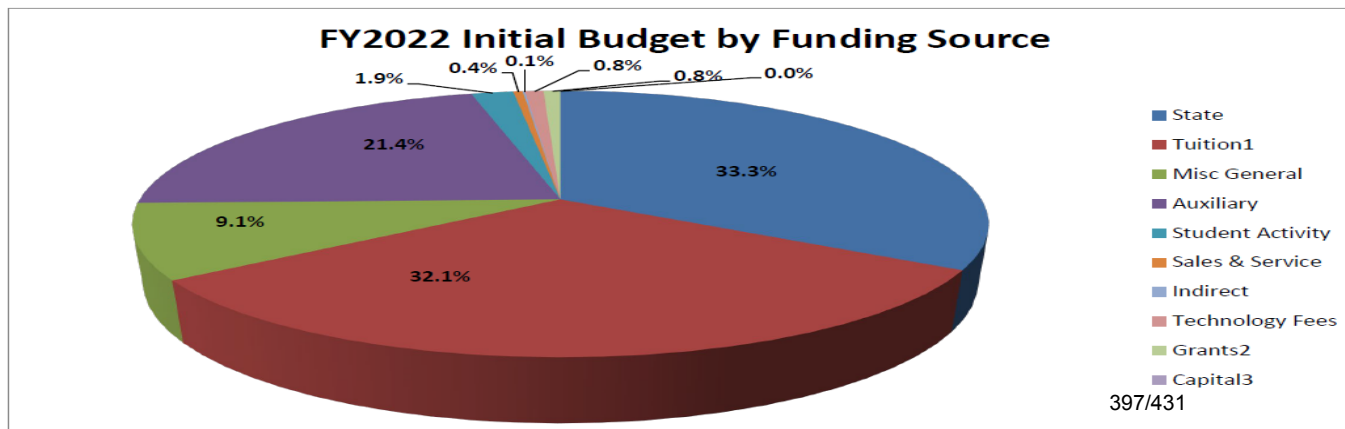
14000 Sales and Services

15000 Indirect

16000 Tech Fees

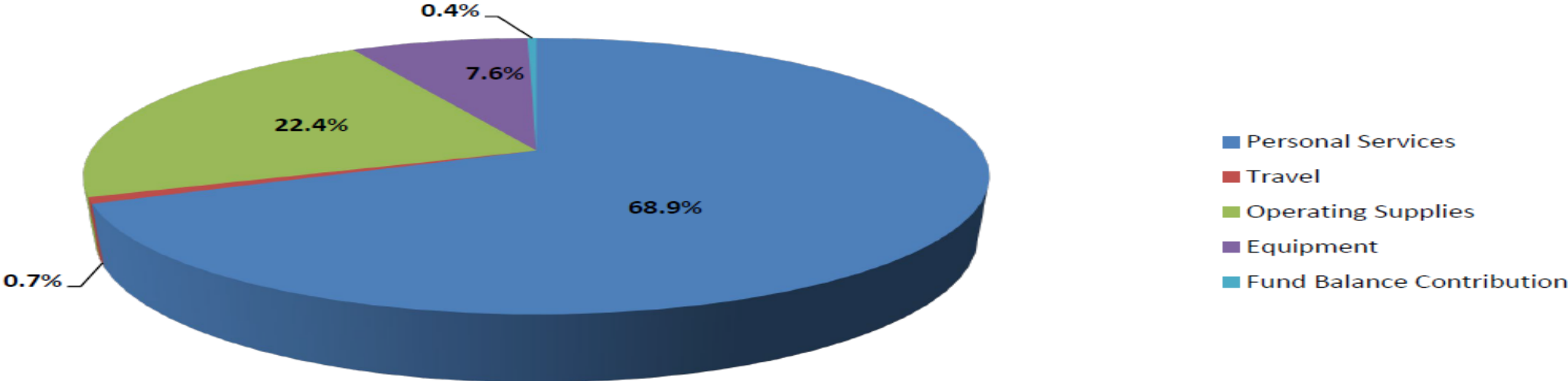
20000 Grants

¹Tuition carryforward not included in chart. ²Does not include Federal Financial Aid or Scholarships. Federal Financial Aid in Initial Budget to \$24,428,625 in FY22 and \$26,325,068 in FY21. ³MRR Capital funding excluded from chart.



University of West Georgia

FY 2022 Initial Budget by Expenditure Type



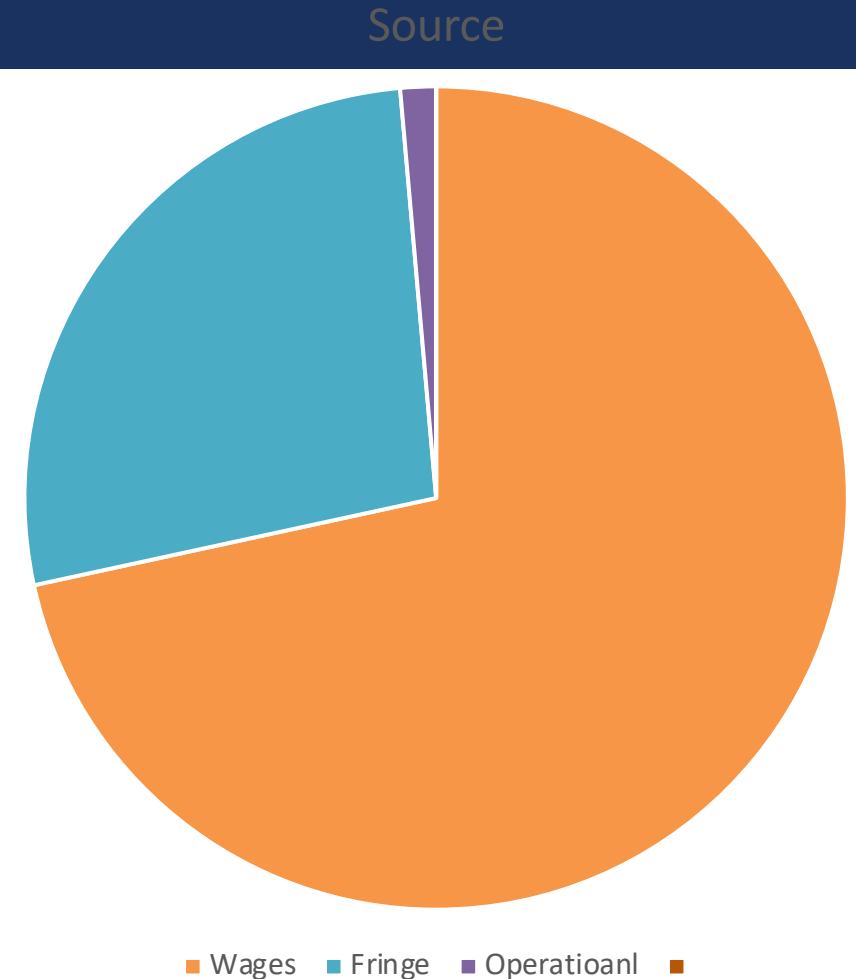
Typical Academic Department Budget Structure FY2022

Personnel Wages - 71.3%
\$1,534,612

Fringe- 27%
\$571,499

Operational Funds- 1.7%
\$58,846 (supplies and travel)

**Includes State and Tuition Funds only*



FY2021 Budget Reductions-Direct Impact to Academic Affairs

\$1 million in travel for UWG (\$339,434 from Academic Affairs)

\$1.6 million in Undergraduate eTuition

(this was the third year of the three year reduction plan established at the System level at \$1.6 million per year)

\$1.2 tuition due to lower enrollments as of Fall FY2020

\$930k in Voluntary Separation Program (Early Retirements)

9 Faculty members

7 Staff from Academic Affairs

\$2.3 million Spring Round due to reduced State revenues (COVID)

Operating Leases and Debt

Description	Lessor	Original Principal	Lease Term	Begin Month/ Year	End Month/ Year	Outstanding Principal	
University Suites	UWG Foundation, Inc.	\$ 5,883,088	10 Yrs	Mar 2019	JUN 2029	\$ 4,942,401	(1)
Arbor View Apartments	UWG Foundation, Inc.	9,358,981	10 Yrs	MAR 2019	JUN 2029	7,797,914	(1)
Greek Village	UWG Foundation, Inc.	17,722,384	20 Yrs	MAR 2019	JUN 2039	16,293,466	(1)
University Campus Ctr.	UWG Real Estate Foundation, Inc.	27,100,000	23 Yrs	AUG 2012	JUN 2035	21,903,501	(1)
Athletic Complex	UWG Real Estate Foundation, Inc.	27,660,000	24 Yrs	JAN 2015	JUN 2039	25,704,370	(1)
Center Pointe Suites	UWG Real Estate Foundation, Inc.	23,900,106	29 Yrs	JUL 2012	JUN 2041	20,975,978	(1)
Athletic Office Bldg.	UWG Real Estate Foundation, Inc.	3,756,636	27 Yrs	AUG 2012	JUN 2039	3,019,822	(1)
Evergreen - Parking Lots	UWG Foundation, Inc.	6,040,451	20 Yrs	MAR 2019	JUN 2039	5,641,929	(1)
University Bookstore	USG Real Estate Foundation III, Inc.	4,434,260	21 Yrs	MAR 2020	JUN 2041	4,280,084	(1)
East Commons	UWG Real Estate Foundation, Inc.	11,681,410	29 Yrs	AUG 2013	JUN 2042	10,106,316	(1)
Bowdon Hall	UWG Real Estate Foundation, Inc.	9,141,259	29 Yrs	AUG 2013	JUN 2042	7,908,937	(1)
The Oaks	UWG Real Estate Foundation, Inc.	21,434,416	29 Yrs	AUG 2013	JUN 2042	18,543,170	(1)
Student Health Center	TMC/Campus Health Center, LLC	3,501,944	20 Yrs	JAN 2018	DEC 2038	2,768,279	
Total Leases		<u>\$ 171,614,935</u>				<u>\$ 149,886,167</u>	

(1) These capital leases are related party transactions.

Certain capital leases provide for renewal and/or purchase options. Generally purchase options at bargain prices of one dollar are exercisable at the expiration of the lease terms.

UWG Capital Leases Cash Flows



PPV	FY21 Cash Flow Excluding CARES Act funding & transfers	FY21 Cash Flow Including CARES Act funding & transfers
Campus Center	\$ (40,358)	\$ 351,197
Athletic Complex/Athletic Office Building	\$ (119,364)	\$ (119,364)
Bookstore (PPV only)	\$ 15,818	\$ 15,818
East Village	\$ (557,784)	\$ 225,438
University Suites	\$ (309,191)	\$ 151,969
Arbor View	\$ (87,878)	\$ 73,823
The Village	\$ (1,100,471)	\$ 26,830
Center Pointe Suites	\$ (174,059)	\$ 68,538
Health Center	\$ (155,123)	\$ 220,237
	\$ (2,528,410)	\$ 1,014,486

What Happens When a Position Becomes Vacant for the Division of Academic Affairs

Faculty

- Justification for hire is required
- The Provost and the Deans discuss the vacant position and approval to refill, redirect, etc... based on the Academic Affairs Budget Metrics (detailed later)

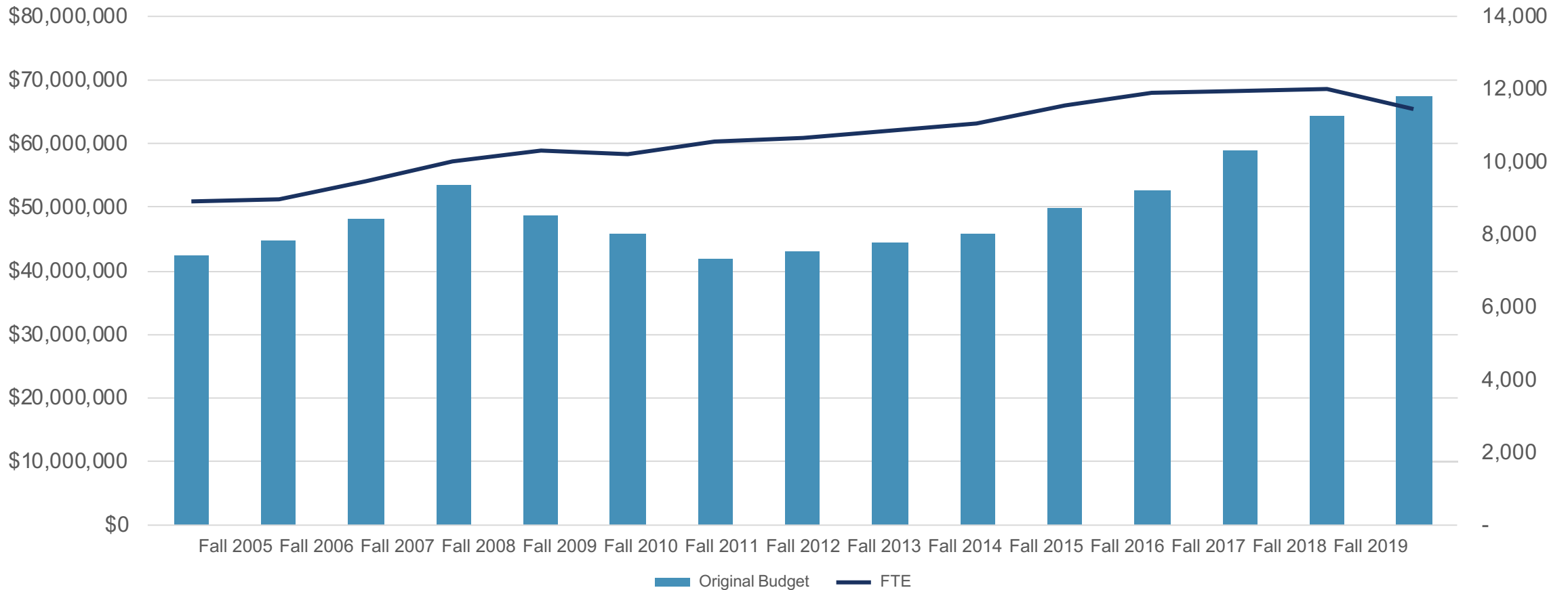
Staff

- State requires position to remain vacant for 60 days-the State captures the lapsed to balance the budgets

Open Position Considerations

- Review and Approval Process
- \$600k/year Vacation Payouts
- Open Line Sweeps & Budget Cuts

UNIVERSITY OF WEST GEORGIA APPROPRIATIONS AND FTE ENROLLMENT HISTORY



UNIVERSITY OF WEST GEORGIA

DECLINING ENROLLMENT = DECLINING REVENUE

	Fall 2016 (FY17)	Fall 2017 (FY18)	Fall 2018 (FY19)	Fall 2019 (FY20)	Fall 2020 (FY21)	Fall 2021* (FY22)
Total Headcount	13,308	13,520	13,733	13,238	13,419	12,737
% Change in HC	3.6%	1.6%	1.6%	-3.7%	1.3%	-5.4%
Impact on Tuition/Fees	Immediate					
Impact on State Funds	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024

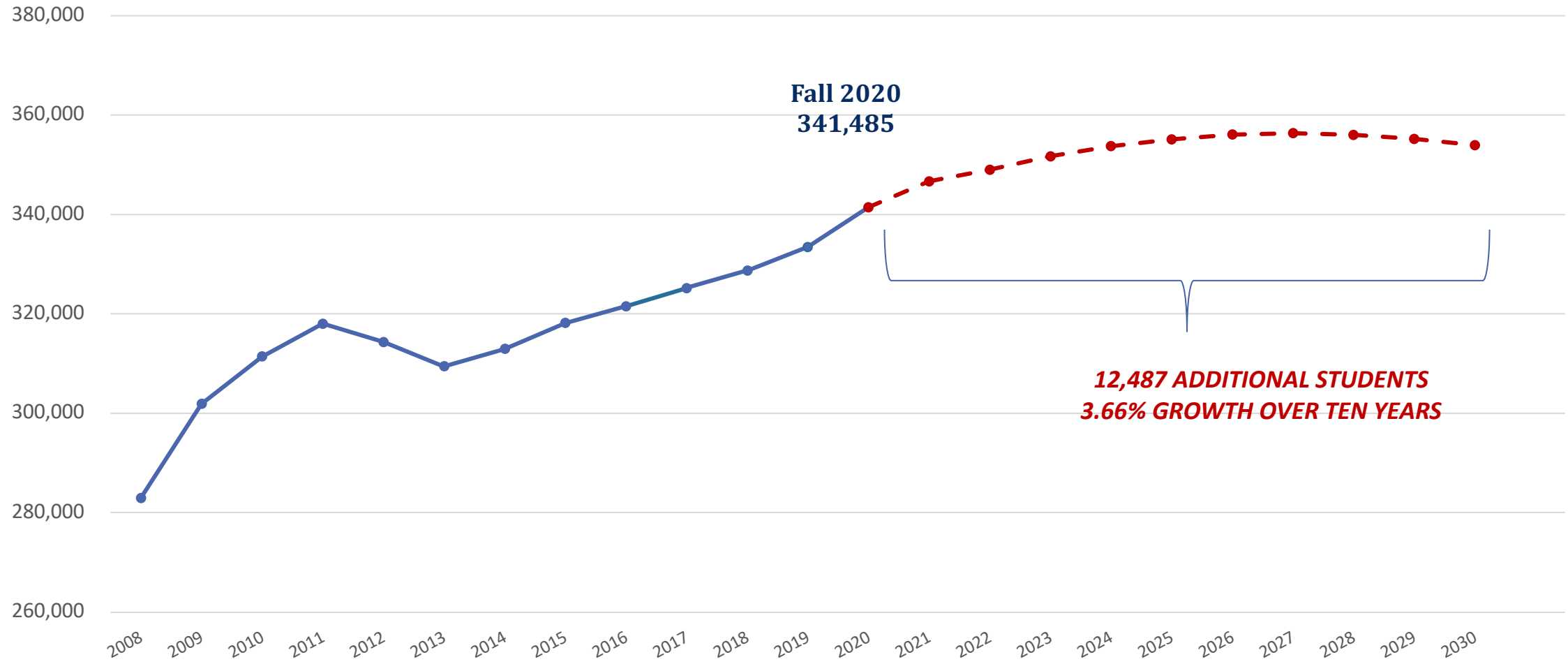
Fall 2021 is before Census – run on 8-27-2021

WHY DOES THIS MATTER?

- Enrollment results in changes to tuition and fee revenue
 - Changes in staffing levels were necessary to accommodate students
- Evaluating the impact to the budget for fiscal years 2022 and beyond
- The immediate impact was felt fall 2019 on tuition and fees
- Impact to state funds will begin in **FY22** – the current fiscal year

USG Enrollment Actual and Projected

(UGA Carl Vinson Institute Of Government)



Data to Colleges

- The Provost's Office runs reports every semester, on census date, to determine SCH (student credit hours). In June, deans are given academic year (fall and spring) data.
- These reports are broken down by program/department for the budget metrics that are given to the deans.
- Program specific data is sent to the deans, to assist them in making data informed decisions.
- Data is also broken down by SCH taught by full-time and part-time faculty, as well as by UG and GR SCH.
- The worksheets contains five years of data for each metric. This allows deans and other stakeholders to see increases or decreases over time.

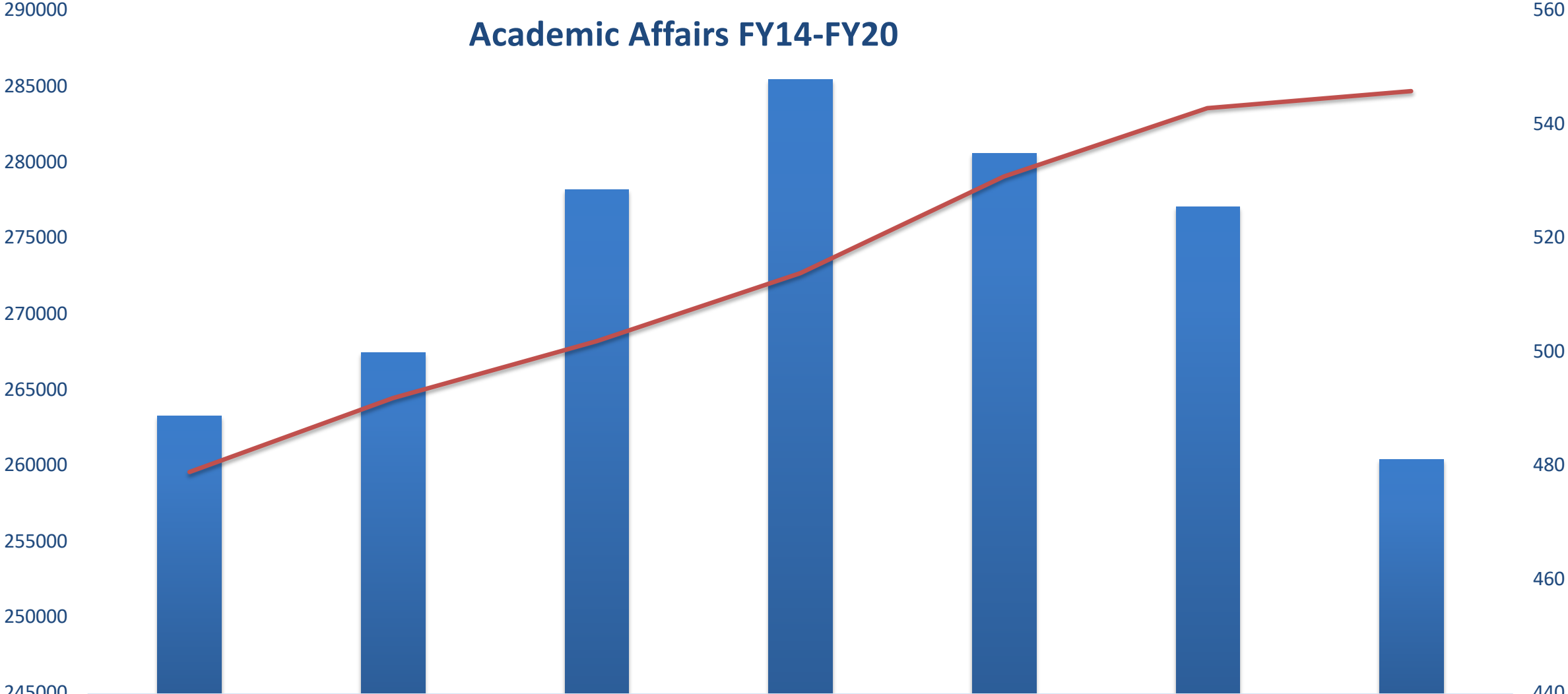
Budget Metrics

- SCH (student credit hours) – undergraduate
- SCH in the core
- Percent of core in the SCH undergraduate
- SCH – graduate
- LD (lower division – 1000 and 2000 level) class size
- UD (upper division – 3000 and 4000 level) class size
- GR (graduate) class size
- UG majors
- UG degrees conferred
- GR majors
- GR degrees conferred
- Minors awarded
- UG Majors/Degrees conferred
- GR Majors/Degrees conferred
- LD DFW rate
- UD DFW rate

Budget Metrics cont'd

- Data for budget metrics is gathered from IEA and Banner ARGOS reports
- From IEA – Declared majors, degrees conferred, minors awarded
- SCH – student credit hours – ARGOS report PRO0200 run on census for every semester and combined for AY.
- XIDS courses are no longer included in the faculty member's home department. eCampus courses are not included in SCH computations.
- Class size – average of all course sections within a department with a cap size greater than 5.
- Percentage of UG SCH taught in the core calculated by dividing Core SCH/total UG SCH.
- DFW rates are calculated by dividing number of (D, F, W, WF, I) grades/total number of student grades.
- Majors/Degrees conferred ratio is calculated by dividing the department's declared majors each year by the number of degrees conferred in that same year.
- Degrees conferred includes certificates awarded in the GR numbers.

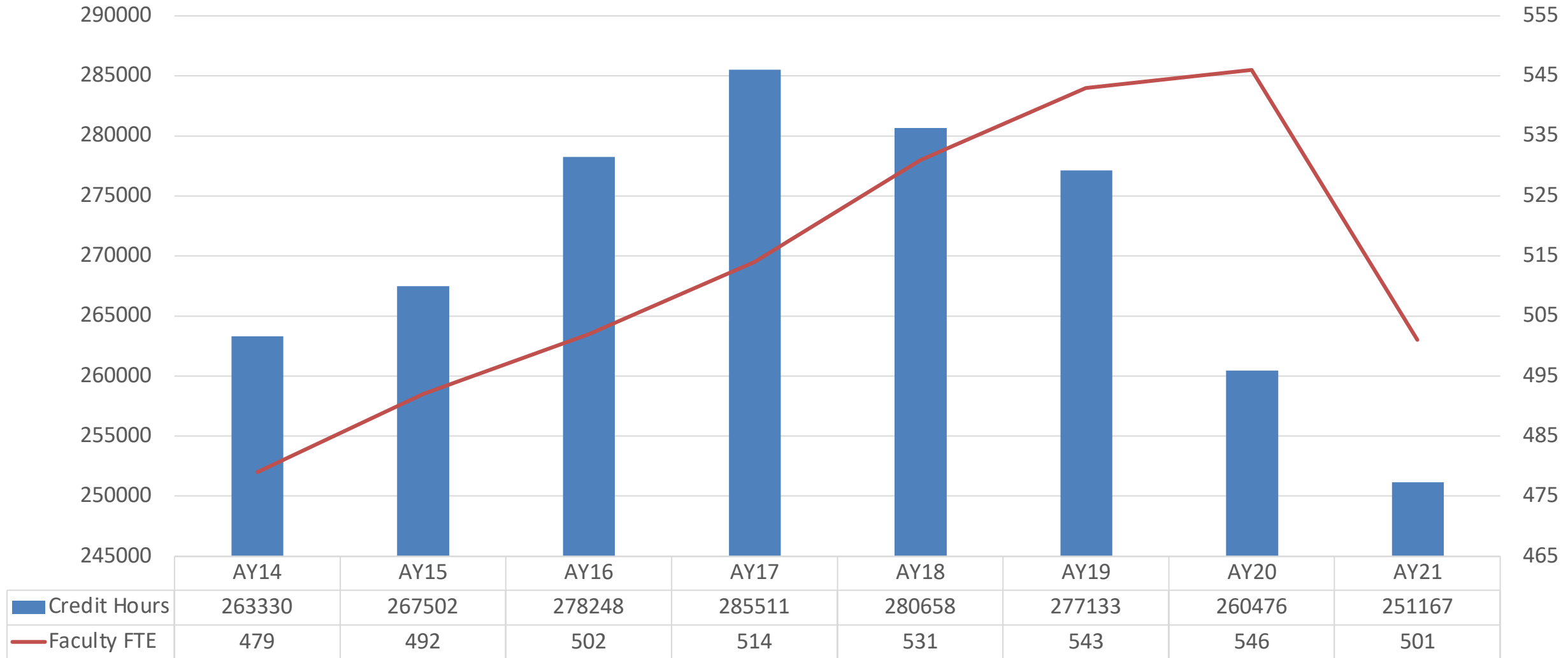
Academic Affairs FY14-FY20



 SCH	263330	267502	278248	285511	280658	277133	260476
 FAC	479	492	502	514	531	543	546

 SCH  FAC

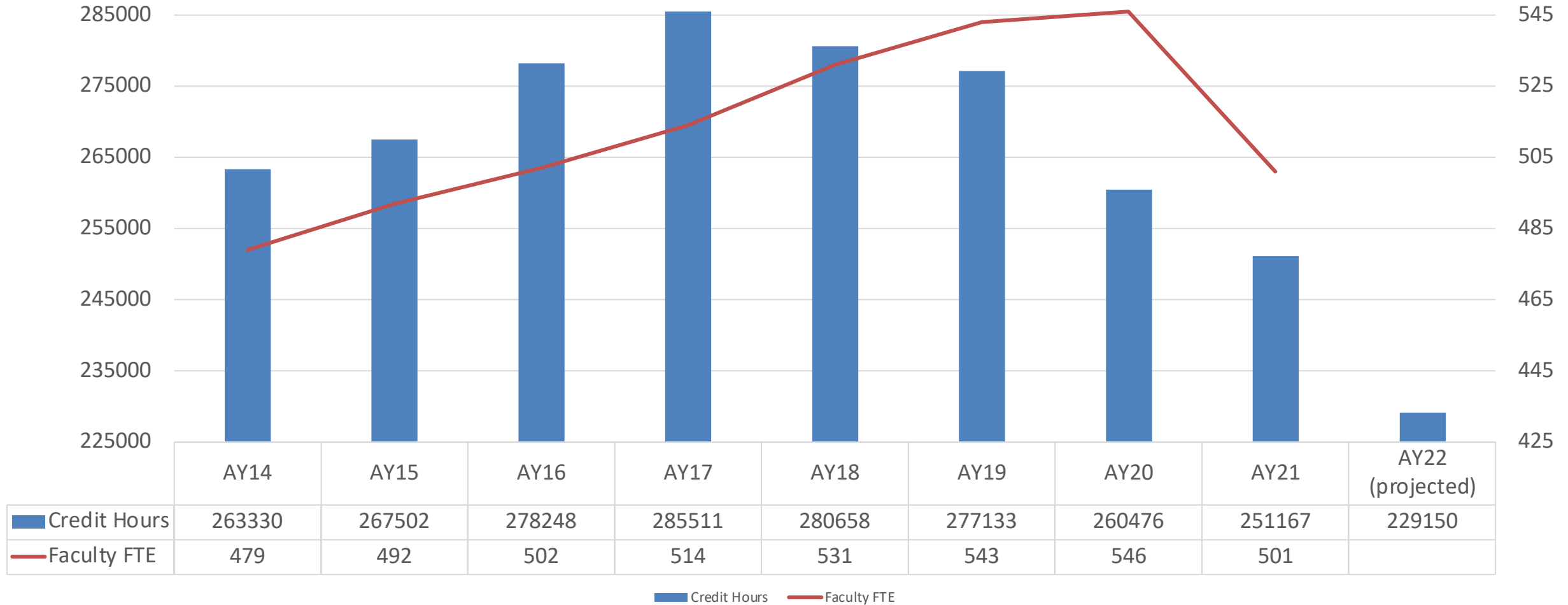
Credit Hour Production and FTE - AY14 to AY21



7-year SCH change is -4.6%
7-year FTE change is 6.9%

5-year SCH change is -9.7%
5-year FTE change is 2.0%

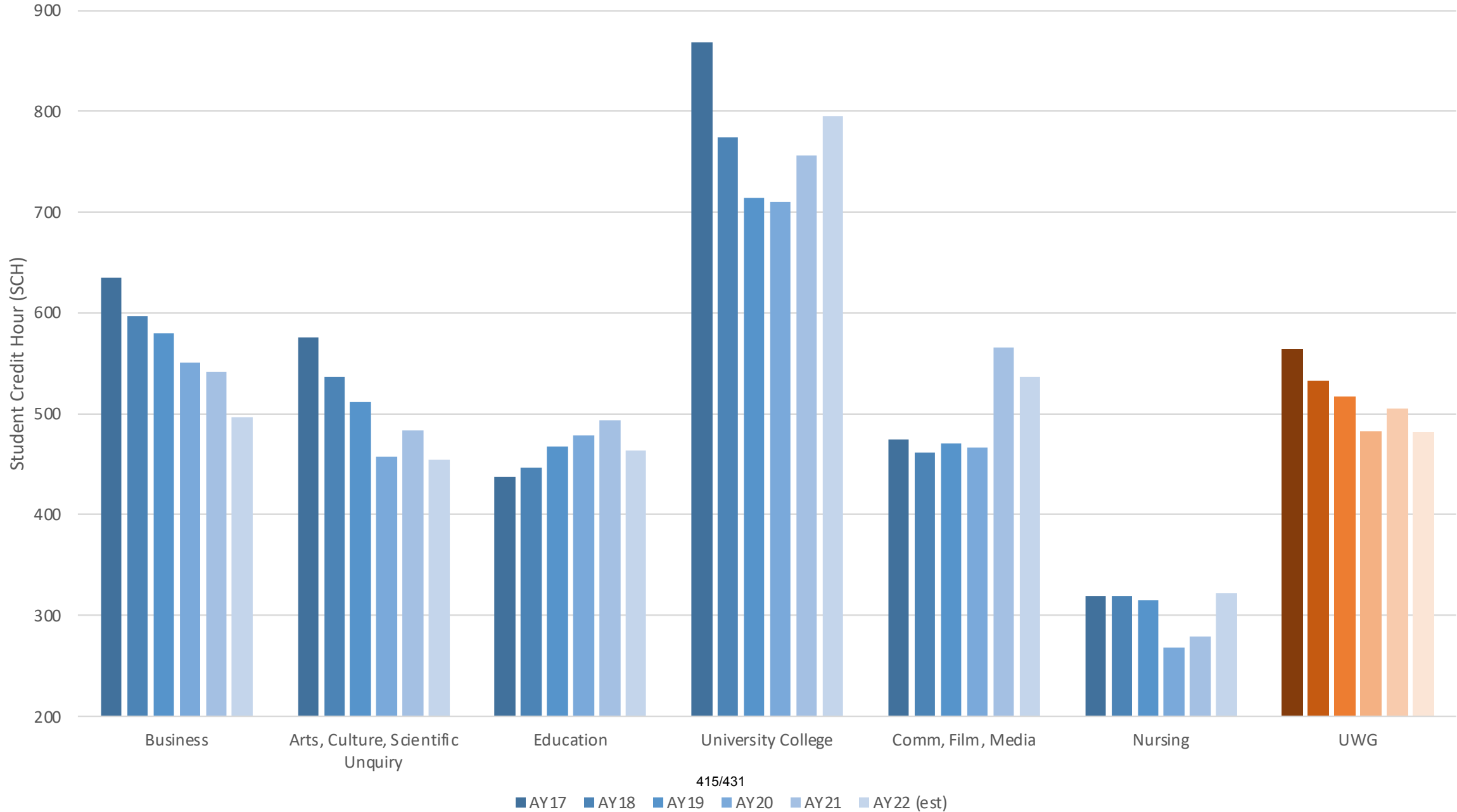
Credit Hour Production and FTE - AY14 to AY22



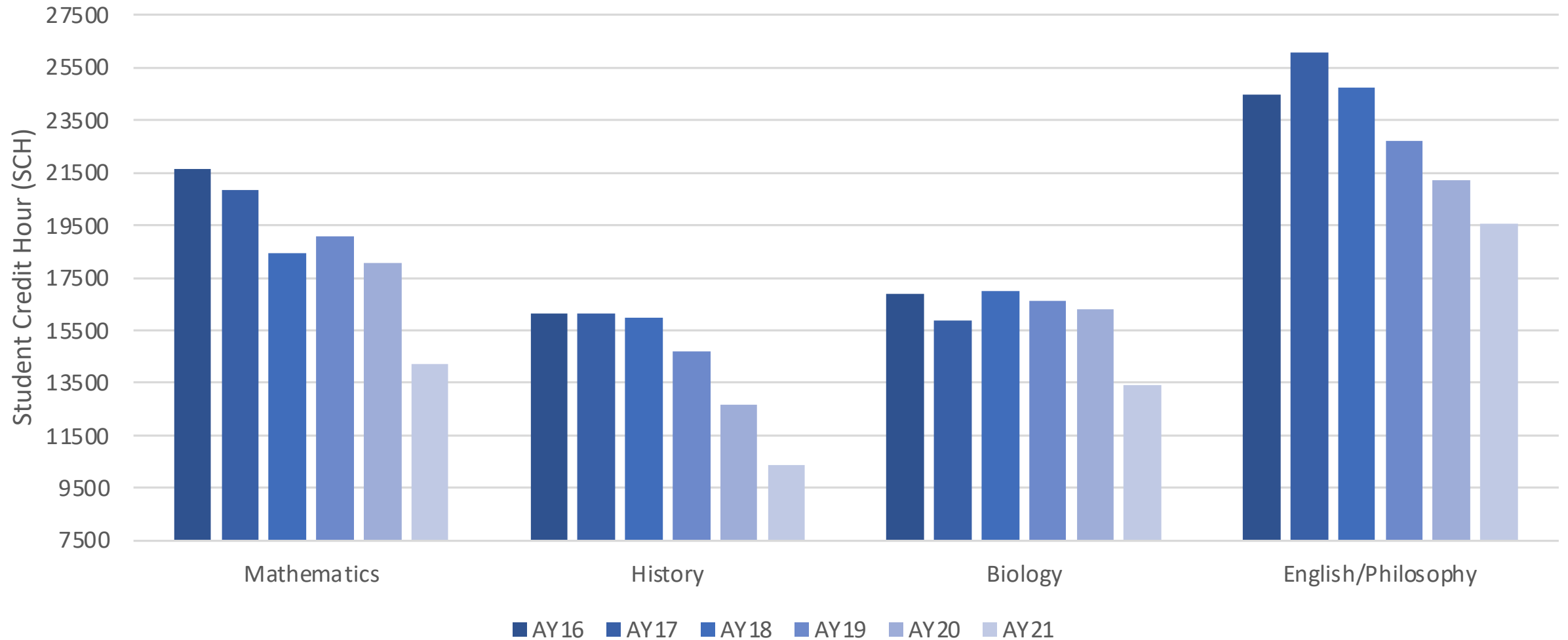
7-year SCH change is -4.6%
7-year FTE change is 6.9%

5-year SCH change is -9.7%
5-year FTE change is 0%

Student Credit Hour (SCH) per Faculty

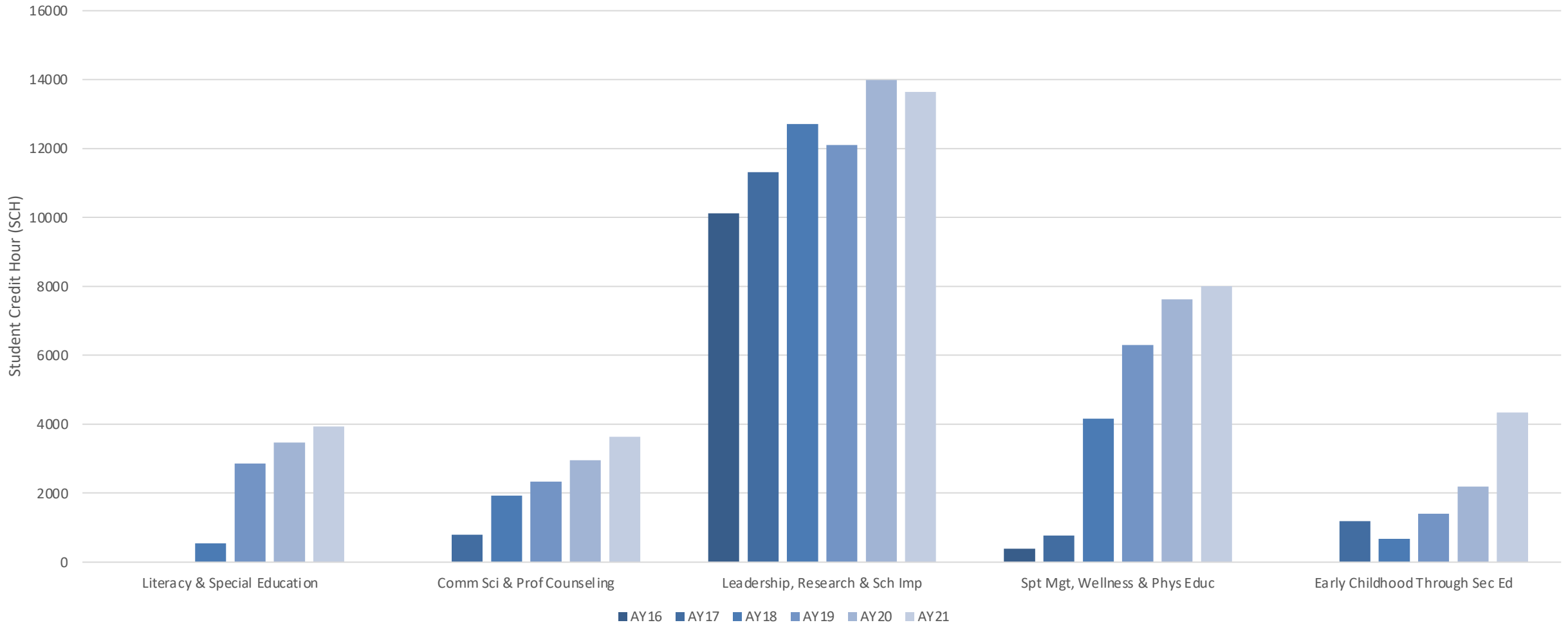


Programs with Largest 2-Year SCH Decline



Total 2-year SCH decline in these programs = 15,518 (of the total ~26k)
(equivalent to 621 full-time students and 29 FTE faculty)

Programs with the Largest 2-Year SCH Increase



Total 2-year SCH growth in these programs = 8,750
 (equivalent to 350 full-time students)

	Faculty			Majors	Cost/SCH
	TT	NTT	PT		
Arts, Culture, and Scientific Inquiry	180	39	55	3460	\$ 179.25
Psychology	17	2	15	811	\$ 98.74
Sociology	10	3	0	304	\$ 100.46
Philosophy	5	1	3	27	\$ 112.94
Biology	16	7	7	805	\$ 118.67
Anthropology	4	3	1	71	\$ 122.11
Languages/Culture	11	4	1	39	\$ 135.82
History	16	6	3	164	\$ 135.85
Geography/Geology	14	1	2	68	\$ 149.14
Art	12	5	3	273	\$ 171.00
Chemistry	10	1	2	112	\$ 194.33
Music	8	2	14	112	\$ 200.71
Computer Science	7	1	4	362	\$ 205.44
Physics/Astronomy	6	1	0	34	\$ 230.34
Theater Arts	6	2	0	43	\$ 254.33
English	17	0	0	171	\$ 385.68
Math	18	0	0	64	\$ 979.31

College of Education	84	19	46	3992	\$ 155.45
Sport Mgmt Wellness Phys Ed	9	8	8	819	\$ 82.98
Lit and Special Ed	12	2	18	265	\$ 88.75
Comm Science and Prof Counseling	17	3	1	539	\$ 155.90
Leadership Research & School Improvement	12	0	8	495	\$ 157.29
Early Childhood Sec Ed	15	2	2	1372	\$ 165.11
Ed Tech & Foundations	16	4	5	502	\$ 176.66

	Faculty			Majors	Cost/SCH
	TT	NTT	PT		
University College	32	45	13	1017	\$ 133.06
First Year	0	0	0		\$ 29.87
General Education	1	38	9		\$ 83.57
Criminology	16	4	2	554	\$ 90.86
Political Science	12	3	2	388	\$ 121.67
Interdisciplinary Studies				75	
Communications, Film, and Media	11	6	6	534	\$ 152.93
Richards College of Business	46	18	4	1862	\$ 208.45
Management	11	9		924	\$ 144.80
Economics	11	2	1	76	\$ 170.50
Marketing/Real Estate	11	3	1	438	\$ 176.86
Accounting/Finance	10	4	2	424	\$ 206.85
Nursing	18	14	0	581	\$ 416.88
UWG TOTAL	386	142	124	11446	\$ 191.24

1069 Meta Majors
909 Undeclared Majors

ENROLLMENT STRATEGY

- Enrollment is EVERYONE's responsibility
- Beyond Traditional New Students:
 - Graduate students
 - Dual enrollment
 - International students
 - Non-traditional students (some college/no degree)
 - Retention of current students

FY23 AND BEYOND

- Strategically Aligning Budget and Priorities
 - Student Success & Retention
 - Recruitment
 - Comprehensive Academic Program Review

Competitiveness (Distinctiveness) - Relevance - Placemaking

FY23 AND BEYOND

- Expenditure Management
 - Faculty Support
 - Operating Expenses
- Strategic alignment of faculty and staff to support new student levels
 - Part-time faculty
 - Vacancy/Position management



QUESTIONS?

Addendum VI

UWG Policies and Procedures Manual

Modification of Article I, Section 1.C.2. Instructional Components of the University

Rationale: To bring alignment in the wording to all policies that reference the organization of the school since it has now been reorganized.

PROPOSED MODIFIED VERSION

Policies and Procedures Manual at UWG

Article I. The University

Section 1 Administrative Organization

C. Instructional Components of the University

2. Each major academic unit (colleges, schools, and the Library) ~~The College of Arts and Humanities, College of Sciences and Mathematics, College of Social Sciences, Richards College of Business, the College of Education, and the School of Nursing~~ shall each include departments appropriate to their respective areas of academic responsibility.

PROPOSED REVISED VERSION

Policies and Procedures Manual at UWG

Article I. The University

Section 1 Administrative Organization

C. Instructional Components of the University

2. Each Major academic unit (colleges, schools, and the Library) shall include departments appropriate to their respective areas of academic responsibility.

Addendum VII

UWG Policies and Procedures Manual
Modification of Article I, Section 1.E.2-3: Councils

Rationale: To bring alignment in the wording to all policies that reference the organization of the school since it has now been reorganized.

PROPOSED MODIFIED VERSION

Policies and Procedures Manual at UWG
Article I. The University
Section 1 Administrative Organization

E. Councils

2. The Administrative Council shall be the chief advisory body for administrative activities in the academic operations of the University. It shall consist of the Provost and Vice President for Academic Affairs (chair), Vice President and Dean of Students, **Deans of each major academic unit (colleges, schools, and the Library) ~~Arts and Humanities, Sciences and Mathematics, Social Sciences, Business, Education, the School of Nursing, Honors College, Library;~~** the Director of Institutional Research and Planning; Directors of Continuing Education/Public Services, and Information Technology Services; the chair of the Strategic Planning Committee of the Faculty Senate; and the President of the Student Government Association.
3. The Technology Coordination Council shall create, assess, and coordinate technical standards, procedures and processes that implement UWG's information technology strategic policies; to coordinate the activities of UWG's information technology groups to foster the best use of information technology across campus; to perform periodic evaluations of UWG's IT resources; to make cooperative purchasing decisions among the information technology groups; to ensure that the information technology groups communicate with each other and with the University administration; and to advise the Technology Planning Committee of the Faculty Senate and the administration on technical issues.

The Technology Coordination Council will meet jointly once each semester with the Technology Planning Committee to promote communication and cooperation.

Membership: The University Technology Officer (chair) and the director or senior staff member of each campus IT staff (including 1 representative each from Information Technology Services, the Learning Resources Center, ~~each of the major academic units (colleges, schools, and the Library) -the College of 6 Arts and Humanities, College of Sciences and Mathematics, College of Social Sciences, the Richards College of Business, the College of Education, the School of Nursing, Ingram Library,~~ the Department of Computer Science, Business Information Technology Services, Student Affairs, and Distance Education). The chair of the ~~Facilities and Information Technology Committee Technology Committee~~ of the Faculty Senate, or a designee selected by the chair, and the University's Information Security Officer will serve ex officio.

PROPOSED REVISED VERSION

Policies and Procedures Manual at UWG

Article I. The University

Section 1 Administrative Organization

E. Councils

2. The Administrative Council shall be the chief advisory body for administrative activities in the academic operations of the University. It shall consist of the Provost and Vice President for Academic Affairs (chair), Vice President and Dean of Students, Deans of each major academic unit (colleges, schools, and the Library), the Director of Institutional Research and Planning; Directors of Continuing Education/Public Services, and Information Technology Services; the chair of the Strategic Planning Committee of the Faculty Senate; and the President of the Student Government Association.
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The Technology Coordination Council will meet jointly once each semester with the Technology Planning Committee to promote communication and cooperation.

Membership: The University Technology Officer (chair) and the director or senior staff member of each campus IT staff (including 1 representative each from Information Technology Services, the Learning Resources Center, each of the major academic units (colleges, schools, and the Library) the Department of Computer Science, Business Information Technology Services, Student Affairs, and Distance Education). The chair of the Facilities and Information Technology Committee of the Faculty Senate, or a designee selected by the chair, and the University's Information Security Officer will serve ex officio.

Addendum VIII

UWG Policies and Procedures Manual

Modification of Section 2.A.4-5 and B-D of the Faculty Senate Organization

Rationale: To bring alignment in the wording to all policies that reference the organization of the school since it has now been reorganized.

PROPOSED MODIFIED VERSION

Policies and Procedures Manual at UWG

Article I. The University

Section 2 Faculty Senate Organization

A. K. Standing Committees, Restriction on Membership

4. The Executive Secretary shall notify, in writing, the Chair of the Senate, the Deans of the major academic units (colleges, schools, and the Library) ~~five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library;~~ and the Provost and Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15th.
5. Election of ~~representatives non-senators~~ to committees shall proceed in each of the major academic units (colleges, schools, and the Library). ~~The following seven units: the College of Arts and Humanities, the College of Sciences and Mathematics, the College of Social Sciences, the College of Business, the School of Nursing, the College of Education and the Library.~~ The faculty of each unit shall elect its representatives by whatever rules that unit has approved for doing so, no later than April 15. The deans or heads of the units shall report the results of the election, in writing, to the Chair of the Faculty Senate, the Executive Secretary to the Faculty Senate and to the Provost and Vice President for Academic Affairs before the agenda deadline for the last Faculty Senate meeting of Spring semester. Administrative, ex officio appointments will be likewise reported

B. L. Terms of Office for Committee Members

C. M. Standing Committee Recommendations

D. N. Ad Hoc Committees, Subcommittees and Task Forces

PROPOSED REVISED VERSION

Policies and Procedures Manual at UWG

Article I. The University

Section 2 Faculty Senate Organization

L. Standing Committees, Restriction on Membership

4. The Executive Secretary shall notify, in writing, the Chair of the Senate, the Deans of the major academic units (colleges, schools, and the Library) and the Provost and Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15.
5. Election of representatives to committees shall proceed in each of the major academic units (colleges, schools, and the Library). The faculty of each unit shall elect its representatives by whatever rules that unit has approved for doing so, no later than April 15. The deans or heads of the units shall report the results of the election, in writing, to the Chair of the Faculty Senate, the Executive Secretary to the Faculty Senate and to the Provost and Vice President for Academic Affairs before the agenda deadline for the last Faculty Senate meeting of Spring semester. Administrative, ex officio appointments will be likewise reported.

M. Terms of Office for Committee Members

N. Standing Committee Recommendations

O. Ad Hoc Committees, Subcommittees and Task Forces