

Memorandum

To: General Faculty

Date: April 20, 2016

Regarding: Agenda, Faculty Senate Meeting, April 22 at 3:00 p.m., TLC 1-203

The agenda for the April 22, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Minutes:
 - A) Correct the January 29, 2016 minutes for GPC to read Business Web Design instead of Marketing Metrics.
 - B) Minutes of March 25, 2016 were approved electronically on April 4.
4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)

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

- A) College of Arts and Humanities
 - 1) [Bachelor of Arts with a Major in English](#)
Request: Modify
 - 2) [Bachelor of Arts with a Major in English \(GFA\)](#)
Request: Modify
 - 3) [Minor in Film Studies](#)
Request: Modify
- B) College of Education
 - 1) [SEED 4286 Teaching Internship](#)
Request: Modify
- C) Ingram Library
 - 1) [LIBR 2100 Information Literacy and Research](#)
Request: Add

Information Items:

- A) Honors College and Trans-disciplinary Studies
 - 1) [XIDS 2001 What Do You Really Know About STEM](#)
Request: Modify
- B) Cale Self will be chairing the Undergraduate Programs Committee again next year.

Committee II: Graduate Programs Committee (Dawn McCord, Chair)

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

- A) Richards College of Business
 - 1) Department of Marketing and Real Estate
 - a) [Master of Business Administration with a Concentration in Digital Marketing](#)
Request: Modify
 - b) [Master of Business Administration with a Concentration in Sales and Consumer Research](#)
Request: Modify
- B) Tanner School of Nursing
 - 1) [Post-Master's Certificate in Health Systems Leadership—Clinical Nurse Leader Role](#)
Request: Modify
 - 2) [Post-Master's Certificate in Health Systems Leadership—Leader/Manager Role](#)
Request: Modify
 - 3) [Master of Science in Nursing Program—Post Master's Certificate Nursing Education](#)
Request: Modify

Information Items:

- A) College of Education
 - 1) [Master of Education with a Major in Special Education and Teaching \(General Curriculum\)](#)
Request: Modify
- B) Richards College of Business
 - 1) CISM 5330 Enterprise Architecture was approved at the January 22, 2016 GPC meeting, but after going through the process, it was discovered that the course already existed in Banner but had not been offered for over 10 years and had been forgotten. The request to change the approval from “add” to “modify” was approved.
- C) Matt Varga was elected to serve as chair of the Graduate Programs Committee, 2016-17.

Committee III: Honors Program Committee (Mark Faucette, Chair)

Action Item:

- A) Motion to Amend: The following shall be substituted for the language in Section (A) of the policy adopted in the February meeting of the Senate on the composition and qualification of the honors college faculty and conversion of honors courses. A) Any faculty member interested in teaching honors courses shall complete the Honors College Faculty Application and submit it to the Honors College. (restated to indicate only the need to fill out the informational form.) The following shall be substituted for the language in Section (B) of the same policy: B) Students who wish to convert a non-honors section of a course to an honors section must first obtain permission from the faculty member and then in co-operation with that faculty member determine the additional or different work that must be completed by the student for honors credit. Students must complete an Honors Course Conversion Form, which the faculty member and chair of the relevant department can then sign. (deleted Only members of the Honors College Faculty can allow students to convert their courses for honors credit.)

Information Item (see [Addendum III](#)):

- A) The language on the form to convert a non-honors course to an honors course has been modified to indicate clearly that the options listed under the third bullet point on that form are only examples and not restrictions of work which may receive honors credit.

Committee IV: Academic Policies Committee (Shelly Elman, Chair)

Action Items:

- A) Proposal from the ad hoc committee (Debra MacComb, Jean Cook, Charles Lipp, Scott Sykes) of APC for admitting 10th grade students to UWG's MOWR program.

The ad hoc committee considering dual enrollment for 9th and 10th grade students initially met on Thursday, February 18th and subsequently consulted with and/or considered suggestions from APC members; Myrna Gantner, Associate VPAA; Jane Simpson, University Counsel; Charla Campbell, ORSP; April Wood, Associate Director MOWR; and Mike Hester, Executive Director of Special Programs to complete this proposal.

The ad hoc committee agreed that while there are undoubtedly intellectually prepared 9th and 10th grade students who would benefit from dual enrollment, it also expressed reservations about such students' readiness to conduct themselves appropriately in a college/college classroom environment. Areas in which questions about maturity were raised included behavior and social skills, work habits, and the ability to engage productively with course materials and classroom language that might be age-inappropriate. Further, student-instructor confidentiality when students are minors presents potential legal problems.

The following recommendations **for admission of 10th grade students at UWG** are based on the most recent Advanced Academy requirements as well a comparison of admission requirements for MOWR students across the state. We do note that many of the institutions at or above our tier only allow junior and senior high school students to be admitted, or otherwise have an age limit of 15-16.

Recommended requirements for admission:

- 3.5 unweighted, academic high school GPA.

- One of the following: (1) 1650 Composite SAT score OR 25 Composite ACT score, (2) 650 SAT Critical Reading score OR 26 ACT English score, (3) 650 SAT Math score OR 26 ACT Math score, (4) 600 SAT Writing score OR 26 ACT Writing score.
- A student must be a High School Sophomore when enrollment begins.

Further recommendations:

- By email notification and corresponding webpages that would reference students who are possibly minors (Advanced Academy, MOWR, etc.), reiterate to faculty and staff that MOWR students are covered by FERPA even though they are minors. Notification would include procedures for faculty who are contacted by parents or guardians of MOWR students.
- If admitted, a student and his/her parent(s) or legal guardian(s) would complete a Minor Acknowledgement Form:

I, the undersigned below, in consideration of my child's or ward's participation in The University of West Georgia's Dual Enrollment Program ("Program"), including, but not limited to any related activities such as training, preparation, and travel, wherever the travel, training, and preparation may occur, acknowledge that I am aware that my child is below the average age of a University student. I understand that my child intends to register in the Program, which has classes that may feature mature subject matter not designed specifically for students under age 18; and that The University of West Georgia accepts no responsibility or liability for any extraordinary supervision of students enrolled in the program-

I agree that while my child or ward participates in the Program, she/he shall be bound by the rules, regulations, policies and procedures expressed in Undergraduate Academic Policies as are other students enrolled in the undergraduate curriculum. Specifically, she/he will be held accountable for the deadlines and final exam schedule posted by the Registrar's office. Further, final grades will be reported only as letter grades as they are for all other undergraduates; no numerical equivalent will be assigned for the purposes of ranking student achievement.

In consideration of my child's or ward's participation in the Program and on my child's or ward's behalf, and on behalf of my child's or ward's heirs, executors, administrators and next of kin, I hereby release, covenant not to sue, and forever discharge the Released Parties (as defined below) of and from all liabilities, claims, actions, damages, costs and expenses of any nature arising out of, related to, or in any way connected with my child's or ward's participation in the Program, and further agree to indemnify and hold each of the Released Parties harmless from and against any and all such liabilities, claims, actions, damages, costs and expenses including by way of example, but not limited to, all attorneys' fees, costs of court, and the costs and expenses of other professionals and disbursements up through and including any appeal. I, for myself and my child and/or ward, understand that this Release and indemnity includes any claims based on the negligence, action or inaction of any of the Released Parties and covers bodily injury (including, without limitation, death), property damage, and loss by theft or otherwise, whether suffered by my child or ward either before, during or after such participation. I declare that my child or ward is physically and emotionally fit and has the maturity level required to participate in the Program. I further authorize medical treatment for me and/or my child or ward, at my cost, if the need arises. For the purposes hereof, the "Released Parties" are: The University of West Georgia, the Board of Regents of the University System of Georgia, and the officers, directors, employees, agents, representatives, successors, assigns and volunteers of each of the foregoing entities.

I also agree that during the time my child or ward is involved with the Program, he/she is bound by all rules, regulations, policies, procedures and guidelines governing their conduct as set forth by The University of West Georgia's Student Code of Conduct and all applicable program requirements.

Information Item:

- A) The Academic Policies Committee would like to thank Debra MacComb, Scott Sykes, Jean Cook, and Charles Lipp for their work on the ad hoc Dual Enrollment Committee.

Committee V: Faculty Development Committee (David Boldt, Chair)

Information Item:

- A) David Boldt will be chairing this committee again next year.

Committee VI: Strategic Planning Committee (Heather Mbaye, Chair)

Information Items:

- A) QEP review (Nadja Williams)
- B) Heather Mbaye will continue to chair this committee next year.

Committee VIII: Technology Committee (Craig Schroer, Chair)

Information Item:

- A) Craig Schroer will be chairing this committee again next year.

Committee XI: Intercollegiate Athletics Committee (Michelle Frazier Trotman Scott, Chair)

Information Item:

- A) Michelle Frazier Trotman Scott will continue to chair this committee next year.

Committee XII: Budget Committee (Andrea Stanfield, Chair)

Information Item:

- A) Budget and salary studies update (Kyle Marrero)

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (see [Addenda IV, V, and VI](#)):

- A) UWG Faculty Handbook Modification of Policy 301, Advisement
Request: Modify
- B) UWG Academic Affairs Policies, Procedure 2.7.7, Reporting Grades
Request: Approve
- C) UWG Academic Affairs Policies, Procedure 2.7.5, Class Roster
Request: Approve

Information Item:

- A) Sue Welch will continue to chair this committee during 2016-17.

5. Old business

6. New business

- A) Information item: Sexual Misconduct Policy (see [Addendum VII](#))

7. Announcements

A) Online election for Executive Secretary of the Faculty Senate and General Faculty continues until Apr. 27th. Please vote, if you have not already done so.

B) Introduction of new senators

8. Adjournment

Addendum I

Program View (Read-Only)																			
Attachments Current File: English BA Education Major at a Glance (1).doc																			
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Modification Details <ol style="list-style-type: none"> 1. FOR THE MAJOR IN ENGLISH, SECONDARY EDUCATION TRACK: ENGL 4238 (4 cr) should be changed to SEED 4238 Instructional Strategies for English Education (3 cr) and SEED 4238-L Instructional Strategies for English Education Laboratory (1 cr); these courses are taken concurrently. 2. FOR THE MAJOR IN ENGLISH, SECONDARY EDUCATION TRACK: ENGL 4286 (9 cr) should be changed to SEED 4286 Teaching Internship (6 cr) and SEED 4289 Teaching Internship Seminar (3 cr); these courses are taken concurrently. 3. FOR THE MAJOR IN ENGLISH, SECONDARY EDUCATION TRACK: The English Education Requirements (previously two courses in Genre and Theory and two courses in Writing and Language - 12 hours total) have been altered to allow for one elective. The new track (see attached) will now require three specific courses: ENGL 4295 (Genre and Theory); ENGL 3400 (Writing and Language); and ENGL 4300 (Writing and Language) PLUS one elective. <p style="font-size: x-small; margin-top: 10px;">(Max 4000 characters)</p>	Rationale <p>(FOR #1 and #2) Beginning in fall 2016, SEED will take responsibility for the methods/strategies course and internship for the undergraduate English Ed degree, which will be in line with the courses SEED already provides for the undergraduate History Ed degree.</p> <p>The credit-count issue came about because the ENGL student teaching internship is one 9-cr course that blends the internship and seminar; SEED has a 9-cr internship and 3-cr seminar. Bringing the English Ed majors into existing SEED courses would mean a 3-cr increase (to 127) on the English Ed program sheet, needing BOR approval. Instead, SEED plans to decrease the internship course to 6 credits.</p> <p>(FOR #3) Any course numbered above ENGL 4000 satisfies this elective. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies. ENGL 4188 (Shakespeare) is strongly recommended. This change brings the Ed track more in line with the larger ENGL curricular simplifications, which will help with RPG.</p> <p style="font-size: x-small; margin-top: 10px;">(Max 4000 characters)</p>																		
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SACSCOC Substantive Change Please review the Policy Summary and Decision Matrix Send questions to clank@westga.edu Check all that apply to this program <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input checked="" type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input checked="" type="checkbox"/> None of these apply	Comments These three modifications will help the catalog reflect the move of the ENGL ED professional sequence into to College of Education and the recent curricular simplifications undertaken by ENGL.																		
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College Approvals	Other Approvals	Final Approval
Meg Pearson [APPROVED 2016-04-04] Chair, Course Department	Cale Self [APPROVED 2016-04-19] Chair, Undergraduate Programs Committee	Myrna Gantner [REQUIRED] Final Approver
Pauline Gagnon [APPROVED 2016-04-15] Dean, College of Arts and Humanities		

ENGLISH B.A., EDUCATION TRACK MAJOR AT A GLANCE

AREAS	COURSES	INSTRUCTIONS
Core Areas A-E	See Catalog or Core Curriculum Guide Can take FORL in Area B Can take ENGL 2060 or FILM 2001 in C.1 Can take ENGL 2XXX in Area C2	Core Curriculum; take during your first two years at UWG.
Core Area F (18 hours or 6 Courses) Required for English Majors	ENGL 2110 ENGL 2120 ENGL 2130 ENGL 2180 or ENGL 2190 FORL through 2002 level	All 3 Courses are Required. These classes prepare you for your major English classes, so take them first. You can take these courses in any order. Choose ONE of these courses. You can take this course while you are taking 2110, 2120, 2130. For the BA degree, you must complete the FORL sequence (SPAN, FREN, GERM) through the 2002 level.
ENGLISH MAJOR (30 HOURS)		
A. Methods (7 hours)	ENGL 3000 (Research and Methods)	Required for the English major. Take this course while you are completing the four ENGL classes in Area F. You can only take two upper-level English courses before completing this course. Contact Susan Holland to register for this course.
B. Literary History (12 Hours or 4 Courses)	ENGL 4000 (Studies in British Literature I) ENGL 4002 (Studies in British Literature II) ENGL 4003 (Studies in American Literature I) ENGL 4005 (Studies in American Literature II)	All four courses are required. You can take these courses in any order. Course topics will change each semester, so if you are interested in a particular literary period, you can take additional offerings of these courses and count them as major electives (see Area C below) as long as the topic is different.
C. English Education Requirements (9 hours)	ENGL 4295 (YA Lit) ENGL 3400 ENGL 4300 (Grammar or HEL)	These required courses in Young Adult Literature, Pedagogy and Writing, and your choice of either Grammar or History of the English Language will further prepare you for your professional development in English Education.
D. English Elective (3 hours)	ENGL 4XXX	Any course numbered above ENGL 4000 satisfies this elective. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies. ENGL 4188 (Shakespeare) is strongly recommended.
E. Capstone Seminar (3 hours)	ENGL 4384 (Senior Seminar)	Required. Must complete Area F and 18 hours in major courses before taking ENGL 4384. Contact Susan Holland to register.
PROFESSIONAL EDUCATION SEQUENCE (34 HOURS)		
F. English Education Requirements	Pre-TEP Sequence (12 Hours): EDUC 2110, 2120, 2130, & SPED 3715. Post-TEP Sequence (22 Hours): MEDT 3401, CEPD 4101, SEED 4271, SEED 4238/L, SEED 4286/9.	All courses are required for the English Education track. Students <i>must</i> be admitted to the Teacher Education Program (TEP) by the end of their sophomore year to graduate on time. See a College of Education Advisor early about the process and pre-service certification; go to www.westga.edu/coeadvisement/1428_1436.php for instructions on how to schedule an appointment with the COE.

UWG Learning Outcomes

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FILM 1000: Georgia Film Academy I

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Students will:

1) Identify and describe film production organizational structure,

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2) Define job descriptions in various film craft areas, names, uses, and protocols,

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3) Explain the connections between these areas, names, uses, and protocols on-set,

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4) Operate full lighting and grip equipment,

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5) Summarize the above knowledge for purposes of self-marketing,

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FILM 2000: Georgia Film Academy II

Students will:

1) Demonstrate knowledge of on-set protocols and relationships,

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2) Demonstrate basic abilities in multiple entry-level on-set jobs.*

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3) Interpret and apply instructions from on-set supervisors,

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4) Summarize the above experiences for purposes of self-marketing,

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*May include Camera, Lighting, Electrical, Security, Second Unit

Director/Assistant Director, Art Department (Set Decorator/dressing, Production

Design, Props), Set Construction, Makeup/Hair Department, Wardrobe

Department, Sound Department, Post-Production (editing), Production Assistant,

Locations, Script Supervisor (Continuity), Production Office, Production

Accounting

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COURSE I**V 1.4****Course Description**

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft related to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

The second course in the certificate program will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. The second course will provide students with a vehicle to both increase and solidify their skills in "real world" productions, 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.

Course Objectives

The primary objective of this course is to provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry-out those responsibilities at an entry level of a variety of on-set jobs. Students will also learn how to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes typically found in traditional four-year degree film programs. While students will learn about the basic structure of film production, the course will only touch on creative areas such as producing, directing, scriptwriting, production design, cinematography or post-production. Students will not be making student films in the traditional sense, but will be participating in hands-on positions on exercises staged in the manner of professional films.

The goal is to provide students with a foundation of knowledge, understanding and hands-on experience to begin careers on-set in film production. However, students will also be guided to understand that this course is only a first step toward such a career. Being able to join the film industry workforce will require additional on-set experience in productions conducted under professional industry standards.

Required Materials:

Text:

“KIT” – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Assignments

The course will feature two types of assignments:

1. In class - including, individual and team exercises, hands-on practice and demonstration, small-scale shooting and staging exercises and individual critical thinking projects;
2. Out-of-class - including on-line review of class materials, quizzes, research for classroom presentation

Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

1. Professionalism – Attendance, on-time performance, being prepared for class; _____ 30%
Being productive, positive, and with cooperative interaction and conduct with your fellow students and your instructor. Professional film workers operate under considerable pressure on-set and must function within a strict organizational hierarchy and must also be ego-less team players.
2. Participation – Working effectively and efficiently, “stepping up”, doing an assigned _____ 30%
task, exercise, or on-set job always to the best of your ability, demonstrated willingness to learn (i.e. being alert and responsive in class and on exercises and productions); demonstrated application of skills learned.

These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool which will be applied equally to all students, regardless of craft areas or jobs. The program views these evaluations less as grading mechanisms but more as tools to help students understand where they stand on their way to becoming film professionals.

3. Quizzes; three in class, (10%/each) _____ 30%

Quizzes are another tool to help students understand their strengths and weaknesses and level of mastery of the course and program material. They also are a tool for the instructor to assess how well individual students and the class in general is progressing.

4. Final Exam

10%

Safety

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

As in "real world" film production, schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in your success as a film worker is how well you cope with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Specifically, the two field trips may have to be adjusted timing and subject-wise depending on the availability of facilities.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM INDUSTRY JOBS AND ON-SET ORGANIZATION

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities

The Film Industry - an overview of the over-all film production process, including the five phases of film production; organizational structure and job descriptions including the role of film unions and guilds.

A typical on-set shooting day.

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO CAMERA COMPOSITION, PRE-PRODUCTION AND ON-SET PROCEDURES

Camera shot composition – progressing from wide shot to extreme close-up and the concept of continuity

The shooting script, including standard format, script breakdown, production scheduling

The Call Sheet and Shot list

Production software: production schedule, call sheet, shot list

Exercise – role-playing in typical on-location shooting day including 1st AD calls

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 2

WEEK THREE CAMERA OPERATION AND BASIC LIGHT

Quiz #1

Camera operation, including composition, angles, position, movement

Exercise – hands-on camera operation

Introduction to Lighting – color, intensity, angle, shadows, gels, diffusion, three point lighting

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 3

WEEK FOUR LIGHTING AND GRIP EQUIPMENT

Review Quiz #1

Lighting instrument categories and types, procedures for setting-up lights

Industry-standard light stands and their use

Types and uses various Grip stands and hardware

Grip light control/modification hardware and materials

Exercise – hands-on demonstration of Lighting equipment and stands, Grip stands, hardware and lighting control

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEK FIVE DOLLY GRIP AND GRIP KNOTS

Dolly Grip systems, including dolly with track, jib, slider, camera stabilizer

Exercise – students will set-up and operate camera job, slider, dolly and camera stabilizer

Exercise – demo and hands-on Grip knot tying

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 5

WEEK SIX LOCATION SOUND, CAMERA SETTINGS, VIDEO VILLAGE

First Instructor Assessment of individual students delivered

Review and expansion of Sound Department jobs, functions and protocols

Introduction to sound fundamentals

Introduction to on-set sound equipment

Exercise – demonstration and hands-on experience with on-set sound equipment and procedures

Camera Settings

Video Village equipment and set-up

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 6

WEEK SEVEN ON-SET ART DEPARTMENT, SCRIPT SUPERVISOR

Quiz #2

Review and expansion of On-Set Art Department jobs and protocols, including Set Dressers, Props, Hair, Make-up, Wardrobe

Exercise – demonstration and hands-on special effects make-up

Script Supervisor and continuity procedures and exercise

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 7

WEEK EIGHT SHOOTING EXERCISE

Review Quiz #2

Exercise – Shooting exercise integrating camera operation, grip, electric, art departments

WEEK NINE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK TEN FILM INCENTIVES, PRODUCTION INSURANCE, LOCATIONS AND CASTING SESSIONS

Second Instructor Assessment of individual students delivered

Quiz #3

Basic information about the Georgia Film Incentives, particularly as related to jobs in the industry

Basic information about production insurance

Locations Department including procedures, job duties, forms

Introduction to Casting Department procedures, forms

Exercise – casting session simulation

Exercise – script supervisor simulation

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK ELEVEN GENERATOR OPERATION; RADIOS, PA JOBS

Review Quiz #3

Introduction to generator operation including electrical basics, generator structure, distribution

Exercise – generator operation demonstration

Introduction to radio use and operation on-set

Functions and jobs of on-set and office PAs

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK TWELVE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK THIRTEEN PRODUCTION OFFICE, POST- PRODUCTION, SELF-MARKETING

Production Office jobs, procedures

Post-Production jobs, workflow

Self-marketing tools and techniques

Resumes

Business Cards

Websites

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 13

WEEK FOURTEEN PRE-PRODUCTION AND ALL-DAY PRODUCTION

Pre-Production: production meeting for all-day production, location scout

Production – All class members will participate in an all-day production shoot, 12 hours on-set, on Saturday

WEEK FIFTEEN INDUSTRY SPEAKER, PREVIEW COURSE II, SCREEN "MASTERS OF THE LIGHT"

Guest Speaker from Industry

Final Instructor Review of Individual Students delivered

Preview Course II

Debrief All-Day Production

Screen "Masters of the Light" acknowledged as the seminal visual presentation about cinematography

WEEK SIXTEEN FINAL EXAM

Final Exam

COURSE II

V 1.1

Course Description

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions.

This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. 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 course will be structured as a *seminar/practicum (?)*. There will be four scheduled full-class meetings with defined topics. Other meeting times will be as arranged and will focus on efforts required to produce at least two shooting projects.

Course Objectives

The primary objective of this course is to provide hands-on experience in "Real World" projects which will provide students with a vehicle to both increase and solidify their skills, add to their resumes and facilitate networking opportunities. These production opportunities will provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry those out at an entry level of a variety of on-set jobs. Students will also have an opportunity network and build resumes to be able to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes. Students will not be making student films in the traditional sense, but will be participating as crew in hands-on positions on professional films.

This certificate program is a viable and proven first step toward a career in film production. Being able to join the film industry workforce will require additional on-set experience, facilitated through networking opportunities fostered by this program.

Productions

Course activities will center on the production of at least two shooting projects. Those projects will be carefully vetted to ensure that Producer(s) have film industry credentials indicating they have a level of recognized skill and experience, as well as possessing resources sufficient to create a project with high production value. Producers will also be required to integrate students in productive, active roles on-set

and in pre-production. The objective will be to maintain high levels of professionalism and production value for the benefit of both the students and the productions.

Students will constitute "Production Teams" that will work with Producers et al in the pre-production process, in such areas as production meetings, budgeting, script breakdown, shot lists, location scouting, casting (if necessary), table reads, rehearsals, art department pre-production, assembling grip, electric, sound and camera packages, assembling a crew, production scheduling and physical production.

From start to finish, these projects will consume several weeks. Pre-production tasks will be scheduled to meet the needs of the productions and will involve different groups of students working in several different departments. Physical production will include the bulk of the students.

The entire production process will be conducted in the manner of a professional film project. As noted, just as with professional film productions, this process will require flexibility on the part of students. In other words, this course will replicate the actual production environment of a film.

Safety

Students will receive a 10-hour certified OSHA 10 training package that has a custom-designed film emphasis. This course has the same elements as training utilized by the film unions in Georgia and New Mexico.

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

Schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in being a successful film worker is coping with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Required Materials:

"KIT" – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Personal Computer – laptop is best; used for communication, scheduling, forms generation, etc.

Assignments

The course will feature three types of assignments:

1. Four in-class sessions
2. Pre-production, as determined by each production
3. Physical production – i.e. shooting project

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Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

4. Professionalism – 40%
Attendance, on-time performance, being prepared for production assignments;
being productive, positive, and cooperative with your fellow crew members/students,
others on a working set;

5. Participation – 30%
Working effectively and efficiently, "stepping up", doing an assigned
pre-production or on-set job always to the best of your ability, demonstrated
application of skills learned;

These first two criteria will be facilitated through instructor observation, utilizing an
established evaluation tool;

6. Quizzes; two on-line, (5%/each) 10%

7. OSHA 10 Exam 20%

Students will also have the opportunity to provide an evaluation of the course at its conclusion.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM PRE-PRODUCTION PROCESSES/JOBS

The structure of the course and the overall program, student and instructor goals, expectations and
responsibilities;

The pre-production and production process for the course; jobs, responsibilities, time-frames;

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO OSHA 10 TRAINING PART 1

Five Hours

WEEK THREE OSHA TRAINING PART 2

Five Hours

OSHA Exam

WEEK FOUR LOCATIONS, PROJECT PRE-PRODUCTION

Production meetings, script breakdown review

Specific Locations procedures, forms ("Tool Kit")

Production Insurance

Production software: production schedule, call sheet, shot list

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEKS FIVE THROUGH 16 PRE-PRODUCTION AND PRODUCTION

Class meetings, production meetings, and physical production as required

Instructor evaluations will be delivered after each production

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COMPARISONS TO USG AND TCSG PROGRAMS

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USG REQUIREMENTS

ASSOCIATES PROGRAMS:

60+ hours.

Associate of Arts transfer degrees have a maximum of 60 semester hours.

No requirement for upper-division courses.

MAJOR PROGRAMS (B.A., B.F.A.):

21+ hours of upper division courses in the major field

39+ hours of upper division work overall.

MINOR PROGRAMS:

15-18 hours

9 hours upper-division coursework

Courses taken to satisfy Core Areas A through F may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor. No interdisciplinary requirements.

CURRENT UWG FILM STUDIES MINOR PROGRAM CURRICULUM INTERDISCIPLINARY: HOUSED IN COAH*

Requirements

FILM 2080: Introduction to the Art of Film (3 hours)

FILM 2100: History and Theory of Film (3 hours)

3000/4000-level electives* (12 hours)

Sample 3000-4000 courses:

HIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

FILM 3200: Screenwriting

ENGL 4109: Film as Literature

ENGL 4106: Studies in Genre

FORL 3111: World Film

FORL 4485: Topics in National Film

FRFN 4210: French Literature and Film

GRMN 4220: German Culture Through Film

GRMN 4240: Mystery & Horror in Lit & Film

GRMN 4250: Contemporary German Cinema

SPAN 4200: Spanish Literature and Film

PSYC 4085: Psychology and Film

THEA 3290: Costume Design

THEA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

GWINNETT TECHNICAL COLLEGE

GEORGIA FILM ACADEMY CERTIFICATION

FILM 1100 – Introduction to On-Set Film Production (6 credit hours)

With an emphasis on the film industry in Georgia, this introductory course offers students an opportunity to learn the fundamental skills to work within the film industry. Topics include the phases of production, roles and responsibilities of a film crew, requirements in the production environment, entry-level skills for production crew members from lighting and sound to camera operation and cinematography. This is the first of two courses required for students to earn a technical certificate of credit in the Georgia Film Academy On-Set Production Assistant Program.

FILM 2100 – Practicum (12 credit hours)

After completing the FILM 1100 class, students are eligible to enroll in the second part of the technical certificate of credit program FILM 2100. This course provides students an on-set experience to demonstrate techniques learned in the initial Georgia Film Academy course with an emphasis on practicing production assistant skills in a hands-on situation under the supervision of a film industry professional.

COLUMBUS STATE UNIVERSITY
HOUSED IN DEPARTMENT OF COMMUNICATION

GEORGIA FILM ACADEMY CERTIFICATION

COMM 1115 On-Set Film Production I (6 hours)

Course Description: The first of a two-course certificate program which provides an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures.

COMM 2498 On-Set Film Production II (12 hours)

Course Description: The second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures.

MAJOR IN COMMUNICATION

Standard requirements, GFA courses not in established curriculum

CLAYTON STATE UNIVERSITY
HOUSED IN DEPARTMENT OF VISUAL AND PERFORMING ARTS

GEORGIA FILM ACADEMY CERTIFICATION

Georgia Film Academy I (6 hours)

The first course will teach you everything you need to understand about the rules of working on a set, such as: Film production, organizational structure, job descriptions and duties in various film craft areas, names uses and protocols related to various pieces of professional on-set film equipment.

Georgia Film Academy II (12 hours)

The second course will teach you to work on the set of an independent production, including: Participating as crew in hands on positions on professional films, reporting to experienced professionals in key positions on set, as well as the job responsibilities, and how to carry those out, at an entry level of a variety of positions.

ASSOCIATES IN FILM PRODUCTION

60 credit hours

48 credits of core curriculum

18 credits to fulfill the film production requirements.

MAJOR IN FILM PRODUCTION

Above +

27 Required hours in Core Area F

6-9 hours in Experiential/Internships

18-21 Hours of Electives

All include both Studies (Criticism) and Production Options

Students will

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1. Identify and describe how gendered and sexual codes are utilized in cultural texts.

2. Demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.

3. Describe and evaluate, orally and in writing, the role of cultural differences on literary, cinematic, theatrical, and artistic portrayals of gender and sexuality.

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4. Describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.

5. Demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.

6. Analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.

I. Contribution to University Mission

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The proposed minor in Gender and Sexuality conforms to the values outlined in the University Mission Statement in the following ways:

- The content and methodology is “grounded in a strong liberal arts curriculum,” being drawn from the disciplinary areas of the College of Arts and Humanities and open to further inclusion from departments in other colleges.
- The program’s emphasis on the identity formative elements of gender and sexuality, the importance of intercultural analysis, and respect for human diversity bring to the students and community “broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning” and

promote the “[a]ffirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.”

- The learning outcomes of the program, which emphasize oral and written communication and the application of analytic methodologies grounded in the Humanities to contemporary social issues “foster the development of effectiveness in communication, critical and independent thinking, problem solving” and nurture “practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.”

IV. Contribution to UWG Strategic Plan

- **Academic Programs Balancing Liberal Arts with Professional Preparation:** Through the study of diversity in gender and sexuality students will be better prepared to interact with diverse coworkers and clients, demonstrating greater sensitivity and respect. Further, the intercultural emphasis of the program prepares “students to be ethically responsible and civically engaged professionals in the global economy of the 21st century” (Goal 1).
- **A Campus that is Safe, Engaging, and Exciting:** An overall campus culture that recognizes the study of gender diversity and sexual diversity in official academic programs sends a message of respect and inclusion that promotes, for example, the safety of students from the GLBTQ community;

and offers this community more opportunities for meaningful engagement with the broader university.

- **Meaningful Engagement with Off-campus Communities:** As mentioned above, an important aim of the program is to create an environment in which faculty, staff, and students can better educate the off-campus community in issues of gender and sexuality.

II. Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

III. Contribution to College of Arts and Humanities Mission:

The proposed minor in Gender and Sexuality Studies supports all of the core values outlined in the "COAH Guiding Principles and Procedures." However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;

~~• affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.~~

IV. — Required Courses:

~~The proposed minor in Gender and Sexuality Studies is interdisciplinary in that it requires students to complete coursework in multiple fields in the Humanities that apply an analytical framework from Gender Studies.~~

~~The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. Required Course: XIDS 2100: Introduction to Gender Studies (3 hours)~~

Electives—12 hours (four of these must be taken in AT LEAST two different disciplines). Electives must be approved by the program director.

Sample of Existing Courses that Potentially Fulfill Elective Requirement:

ENGL 2190/4185: Studies in Literature by Women

ENGL 4385: Special Topics

XIDS 2100: Arts and Ideas

FORL 2300—Topics in National Literatures

FORL 4185—Topics in Lang and Literature

FREN 4785—Special Topics in French

SPAN 4785—Special Topics in Spanish

GRMN 4785—Special Topics in German

FORL 3111—World Film

FORL 4485—Topics in National Film Traditions

THEA 4485—Special Topics in Theater

HIST 4423—Women & Gender in Ancient World

HIST 4467—Women in American History to 1890

HIST 4468—Women in American History Since 1890

HIST—Special topics?

PHIL 4130—Feminist Philosophy

PHIL 4240—Philosophy of Friendship/Love

Coursework outside the College of Arts and Humanities may be petitioned for credit towards the minor in Gender and Sexuality Studies as long as there is significant content and/or methodology related to the Humanities and/or Fine Arts.

College Approvals	Other Approvals	Final Approval
Meg Pearson [APPROVED 2016-04-11] Chair, Course Department	Cale Self [APPROVED 2016-04-19] Chair, Undergraduate Programs Committee	Myrna Gantner [REQUIRED] Final Approver
Pauline Gagnon [APPROVED 2016-04-15] Dean, College of Arts and Humanities		

UWG Learning Outcomes

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FILM 1000: Georgia Film Academy I

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Students will:

- 1) Identify and describe film production organizational structure,
- 2) Define job descriptions in various film craft areas, names, uses, and protocols,
- 3) Explain the connections between these areas, names, uses, and protocols on-set,
- 4) Operate full lighting and grip equipment,
- 5) Summarize the above knowledge for purposes of self-marketing,

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FILM 2000: Georgia Film Academy II

Students will:

- 1) Demonstrate knowledge of on-set protocols and relationships,
- 2) Demonstrate basic abilities in multiple entry-level on-set jobs.*
- 3) Interpret and apply instructions from on-set supervisors,
- 4) Summarize the above experiences for purposes of self-marketing,

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*May include Camera, Lighting, Electrical, Security, Second Unit

Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

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COURSE I

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Course Description

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft related to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

The second course in the certificate program will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. The second course will provide students with a vehicle to both increase and solidify their skills in "real world" productions, 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.

Course Objectives

The primary objective of this course is to provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry-out those responsibilities at an entry level of a variety of on-set jobs. Students will also learn how to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes typically found in traditional four-year degree film programs. While students will learn about the basic structure of film production, the course will only touch on creative areas such as producing, directing, scriptwriting, production design, cinematography or post-production. Students will not be making student films in the traditional sense, but will be participating in hands-on positions on exercises staged in the manner of professional films.

The goal is to provide students with a foundation of knowledge, understanding and hands-on experience to begin careers on-set in film production. However, students will also be guided to understand that this course is only a first step toward such a career. Being able to join the film industry workforce will require additional on-set experience in productions conducted under professional industry standards.

Required Materials:

Text:

“KIT” – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Assignments

The course will feature two types of assignments:

1. In class - including, individual and team exercises, hands-on practice and demonstration, small-scale shooting and staging exercises and individual critical thinking projects;
2. Out-of-class - including on-line review of class materials, quizzes, research for classroom presentation

Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

1. Professionalism – Attendance, on-time performance, being prepared for class; _____ 30%
Being productive, positive, and with cooperative interaction and conduct with your fellow students and your instructor. Professional film workers operate under considerable pressure on-set and must function within a strict organizational hierarchy and must also be ego-less team players.
2. Participation – Working effectively and efficiently, “stepping up”, doing an assigned _____ 30%
task, exercise, or on-set job always to the best of your ability, demonstrated willingness to learn (i.e. being alert and responsive in class and on exercises and productions); demonstrated application of skills learned.

These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool which will be applied equally to all students, regardless of craft areas or jobs. The program views these evaluations less as grading mechanisms but more as tools to help students understand where they stand on their way to becoming film professionals.

3. Quizzes; three in class, (10%/each) _____ 30%

Quizzes are another tool to help students understand their strengths and weaknesses and level of mastery of the course and program material. They also are a tool for the instructor to assess how well individual students and the class in general is progressing.

4. Final Exam

10%

Safety

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

As in "real world" film production, schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in your success as a film worker is how well you cope with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Specifically, the two field trips may have to be adjusted timing and subject-wise depending on the availability of facilities.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM INDUSTRY JOBS AND ON-SET ORGANIZATION

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities

The Film Industry - an overview of the over-all film production process, including the five phases of film production; organizational structure and job descriptions including the role of film unions and guilds.

A typical on-set shooting day.

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO CAMERA COMPOSITION, PRE-PRODUCTION AND ON-SET PROCEDURES

Camera shot composition – progressing from wide shot to extreme close-up and the concept of continuity

The shooting script, including standard format, script breakdown, production scheduling

The Call Sheet and Shot list

Production software: production schedule, call sheet, shot list

Exercise – role-playing in typical on-location shooting day including 1st AD calls

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 2

WEEK THREE CAMERA OPERATION AND BASIC LIGHT

Quiz #1

Camera operation, including composition, angles, position, movement

Exercise – hands-on camera operation

Introduction to Lighting – color, intensity, angle, shadows, gels, diffusion, three point lighting

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 3

WEEK FOUR LIGHTING AND GRIP EQUIPMENT

Review Quiz #1

Lighting instrument categories and types, procedures for setting-up lights

Industry-standard light stands and their use

Types and uses various Grip stands and hardware

Grip light control/modification hardware and materials

Exercise – hands-on demonstration of Lighting equipment and stands, Grip stands, hardware and lighting control

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEK FIVE DOLLY GRIP AND GRIP KNOTS

Dolly Grip systems, including dolly with track, jib, slider, camera stabilizer

Exercise – students will set-up and operate camera jib, slider, dolly and camera stabilizer

Exercise – demo and hands-on Grip knot tying

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 5

WEEK SIX LOCATION SOUND, CAMERA SETTINGS, VIDEO VILLAGE

First Instructor Assessment of individual students delivered

Review and expansion of Sound Department jobs, functions and protocols

Introduction to sound fundamentals

Introduction to on-set sound equipment

Exercise – demonstration and hands-on experience with on-set sound equipment and procedures

Camera Settings

Video Village equipment and set-up

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 6

WEEK SEVEN ON-SET ART DEPARTMENT, SCRIPT SUPERVISOR

Quiz #2

Review and expansion of On-Set Art Department jobs and protocols, including Set Dressers, Props, Hair, Make-up, Wardrobe

Exercise – demonstration and hands-on special effects make-up

Script Supervisor and continuity procedures and exercise

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 7

WEEK EIGHT SHOOTING EXERCISE

Review Quiz #2

Exercise – Shooting exercise integrating camera operation, grip, electric, art departments

WEEK NINE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK TEN FILM INCENTIVES, PRODUCTION INSURANCE, LOCATIONS AND CASTING SESSIONS

Second Instructor Assessment of individual students delivered

Quiz #3

Basic information about the Georgia Film Incentives, particularly as related to jobs in the industry

Basic information about production insurance

Locations Department including procedures, job duties, forms

Introduction to Casting Department procedures, forms

Exercise – casting session simulation

Exercise – script supervisor simulation

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK ELEVEN GENERATOR OPERATION; RADIOS, PA JOBS

Review Quiz #3

Introduction to generator operation including electrical basics, generator structure, distribution

Exercise – generator operation demonstration

Introduction to radio use and operation on-set

Functions and jobs of on-set and office PAs

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK TWELVE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK THIRTEEN PRODUCTION OFFICE, POST- PRODUCTION, SELF-MARKETING

Production Office jobs, procedures

Post-Production jobs, workflow

Self-marketing tools and techniques

Resumes

Business Cards

Websites

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 13

WEEK FOURTEEN PRE-PRODUCTION AND ALL-DAY PRODUCTION

Pre-Production: production meeting for all-day production, location scout

Production – All class members will participate in an all-day production shoot, 12 hours on-set, on Saturday

WEEK FIFTEEN INDUSTRY SPEAKER, PREVIEW COURSE II, SCREEN “MASTERS OF THE LIGHT”

Guest Speaker from Industry

Final Instructor Review of Individual Students delivered

Preview Course II

Debrief All-Day Production

Screen "Masters of the Light" acknowledged as the seminal visual presentation about cinematography

WEEK SIXTEEN FINAL EXAM

Final Exam

COURSE II

V 1.1

Course Description

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions.

This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. 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 course will be structured as a seminar/practicum (?). There will be four scheduled full-class meetings with defined topics. Other meeting times will be as arranged and will focus on efforts required to produce at least two shooting projects.

Course Objectives

The primary objective of this course is to provide hands-on experience in "Real World" projects which will provide students with a vehicle to both increase and solidify their skills, add to their resumes and facilitate networking opportunities. These production opportunities will provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry those out at an entry level of a variety of on-set jobs. Students will also have an opportunity network and build resumes to be able to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes. Students will not be making student films in the traditional sense, but will be participating as crew in hands-on positions on professional films.

This certificate program is a viable and proven first step toward a career in film production. Being able to join the film industry workforce will require additional on-set experience, facilitated through networking opportunities fostered by this program.

Productions

Course activities will center on the production of at least two shooting projects. Those projects will be carefully vetted to ensure that Producer(s) have film industry credentials indicating they have a level of recognized skill and experience, as well as possessing resources sufficient to create a project with high production value. Producers will also be required to integrate students in productive, active roles on-set

and in pre-production. The objective will be to maintain high levels of professionalism and production value for the benefit of both the students and the productions.

Students will constitute "Production Teams" that will work with Producers et al in the pre-production process, in such areas as production meetings, budgeting, script breakdown, shot lists, location scouting, casting (if necessary), table reads, rehearsals, art department pre-production, assembling grip, electric, sound and camera packages, assembling a crew, production scheduling and physical production.

From start to finish, these projects will consume several weeks. Pre-production tasks will be scheduled to meet the needs of the productions and will involve different groups of students working in several different departments. Physical production will include the bulk of the students.

The entire production process will be conducted in the manner of a professional film project. As noted, just as with professional film productions, this process will require flexibility on the part of students. In other words, this course will replicate the actual production environment of a film.

Safety

Students will receive a 10-hour certified OSHA 10 training package that has a custom-designed film emphasis. This course has the same elements as training utilized by the film unions in Georgia and New Mexico.

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

Schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in being a successful film worker is coping with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Required Materials:

"KIT" – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Personal Computer – laptop is best; used for communication, scheduling, forms generation, etc.

Assignments

The course will feature three types of assignments:

1. Four in-class sessions
2. Pre-production, as determined by each production
3. Physical production – i.e. shooting project

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Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

- | | |
|---|-----|
| 4. Professionalism – | 40% |
| <u>Attendance, on-time performance, being prepared for production assignments; being productive, positive, and cooperative with your fellow crew members/students, others on a working set;</u> | |
| | |
| 5. Participation – | 30% |
| <u>Working effectively and efficiently, “stepping up”, doing an assigned pre-production or on-set job always to the best of your ability, demonstrated application of skills learned;</u> | |
| <u>These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool;</u> | |
| | |
| 6. Quizzes; two on-line, (5%/each) | 10% |
| | |
| 7. OSHA 10 Exam | 20% |

Students will also have the opportunity to provide an evaluation of the course at its conclusion.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM PRE-PRODUCTION PROCESSES/JOB

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities;

The pre-production and production process for the course; jobs, responsibilities, time-frames;

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO OSHA 10 TRAINING PART 1

Five Hours

WEEK THREE OSHA TRAINING PART 2

Five Hours

OSHA Exam

WEEK FOUR LOCATIONS, PROJECT PRE-PRODUCTION

Production meetings, script breakdown review

Specific Locations procedures, forms ("Tool Kit")

Production Insurance

Production software: production schedule, call sheet, shot list

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEKS FIVE THROUGH 16 PRE-PRODUCTION AND PRODUCTION

Class meetings, production meetings, and physical production as required

Instructor evaluations will be delivered after each production

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COMPARISONS TO USG AND TCSG PROGRAMS

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USG REQUIREMENTS

ASSOCIATES PROGRAMS:

60+ hours.

Associate of Arts transfer degrees have a maximum of 60 semester hours.

No requirement for upper-division courses.

MAJOR PROGRAMS (B.A., B.F.A.):

21+ hours of upper division courses in the major field

39+ hours of upper division work overall.

MINOR PROGRAMS:

15-18 hours

2 hours upper-division coursework

Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor. No interdisciplinary requirements.

CURRENT UWG FILM STUDIES MINOR PROGRAM CURRICULUM INTERDISCIPLINARY: HOUSED IN COAH*

Requirements

FILM 2080: Introduction to the Art of Film (3 hours)

FILM 2100: History and Theory of Film (3 hours)

3000/4000-level electives* (12 hours)

Sample 3000-4000 courses:

HIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

FILM 3200: Screenwriting

ENGL 4109: Film as Literature

ENGL 4106: Studies in Genre

FORL 3111: World Film

FORL 4485: Topics in National Film

FREN 4210: French Literature and Film

GRMN 4220: German Culture Through Film

GRMN 4240: Mystery & Horror in Lit & Film

GRMN 4250: Contemporary German Cinema

SPAN 4200: Spanish Literature and Film

PSYC 4085: Psychology and Film

THEA 3290: Costume Design

THEA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

GWINNETT TECHNICAL COLLEGE

GEORGIA FILM ACADEMY CERTIFICATION

FILM 1100 – Introduction to On-Set Film Production (6 credit hours)

With an emphasis on the film industry in Georgia, this introductory course offers students an opportunity to learn the fundamental skills to work within the film industry. Topics include the phases of production, roles and responsibilities of a film crew, requirements in the production environment, entry-level skills for production crew members from lighting and sound to camera operation and cinematography. This is the first of two courses required for students to earn a technical certificate of credit in the Georgia Film Academy On-Set Production Assistant Program.

FILM 2100 – Practicum (12 credit hours)

After completing the FILM 1100 class, students are eligible to enroll in the second part of the technical certificate of credit program FILM 2100. This course provides students an on-set experience to demonstrate techniques learned in the initial Georgia Film Academy course with an emphasis on practicing production assistant skills in a hands-on situation under the supervision of a film industry professional.

COLUMBUS STATE UNIVERSITY
HOUSED IN DEPARTMENT OF COMMUNICATION

GEORGIA FILM ACADEMY CERTIFICATION

COMM 1115 On-Set Film Production I (6 hours)

Course Description: The first of a two-course certificate program which provides an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures.

COMM 2498 On-Set Film Production II (12 hours)

Course Description: The second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures.

MAJOR IN COMMUNICATION

Standard requirements, GFA courses not in established curriculum

CLAYTON STATE UNIVERSITY
HOUSED IN DEPARTMENT OF VISUAL AND PERFORMING ARTS

GEORGIA FILM ACADEMY CERTIFICATION

Georgia Film Academy I (6 hours)

The first course will teach you everything you need to understand about the rules of working on a set, such as: Film production, organizational structure, job descriptions and duties in various film craft areas, names uses and protocols related to various pieces of professional on-set film equipment.

Georgia Film Academy II (12 hours)

The second course will teach you to work on the set of an independent production, including: Participating as crew in hands on positions on professional films, reporting to experienced professionals in key positions on set, as well as the job responsibilities, and how to carry those out, at an entry level of a variety of positions.

ASSOCIATES IN FILM PRODUCTION

60 credit hours

48 credits of core curriculum

18 credits to fulfill the film production requirements.

MAJOR IN FILM PRODUCTION

Above +

27 Required hours in Core Area F

6-9 hours in Experiential/Internships

18-21 Hours of Electives

All include both Studies (Criticism) and Production Options

Students will

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1. Identify and describe how gendered and sexual codes are utilized in cultural texts.

2. Demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.

3. Describe and evaluate, orally and in writing, the role of cultural differences on literary, cinematic, theatrical, and artistic portrayals of gender and sexuality.

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4. Describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.

5. Demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.

6. Analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.

I. Contribution to University Mission

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The proposed minor in Gender and Sexuality conforms to the values outlined in the University Mission Statement in the following ways:

- The content and methodology is “grounded in a strong liberal arts curriculum,” being drawn from the disciplinary areas of the College of Arts and Humanities and open to further inclusion from departments in other colleges.
- The program’s emphasis on the identity-formative elements of gender and sexuality, the importance of intercultural analysis, and respect for human diversity bring to the students and community “broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning” and

promote the “[a]ffirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.”

- The learning outcomes of the program, which emphasize oral and written communication and the application of analytic methodologies grounded in the Humanities to contemporary social issues “foster the development of effectiveness in communication, critical and independent thinking, problem solving” and nurture “practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.”

IV. Contribution to UWG Strategic Plan

- **Academic Programs Balancing Liberal Arts with Professional Preparation:** Through the study of diversity in gender and sexuality students will be better prepared to interact with diverse coworkers and clients, demonstrating greater sensitivity and respect. Further, the intercultural emphasis of the program prepares “students to be ethically responsible and civically engaged professionals in the global economy of the 21st century” (Goal 1).
- **A Campus that is Safe, Engaging, and Exciting:** An overall campus culture that recognizes the study of gender diversity and sexual diversity in official academic programs sends a message of respect and inclusion that promotes, for example, the safety of students from the GLBTQ community;

and offers this community more opportunities for meaningful engagement with the broader university.

- **Meaningful Engagement with Off-campus Communities:** As mentioned above, an important aim of the program is to create an environment in which faculty, staff, and students can better educate the off-campus community in issues of gender and sexuality.

II. Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

III. Contribution to College of Arts and Humanities Mission:

The proposed minor in Gender and Sexuality Studies supports all of the core values outlined in the "COAH Guiding Principles and Procedures." However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem-solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;

- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

IV. — Required Courses:

The proposed minor in Gender and Sexuality Studies is interdisciplinary in that it requires students to complete coursework in multiple fields in the Humanities that apply an analytical framework from Gender Studies.

The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. Required Course: XIDS 2100: Introduction to Gender Studies (3 hours)

~~Electives—12 hours (four of these must be taken in AT LEAST two different disciplines). Electives must be approved by the program director.~~

[Redacted]

[Redacted]

Sample of Existing Courses that Potentially Fulfill Elective Requirement:

ENGL 2190/4185: Studies in Literature by Women

ENGL 4385: Special Topics

XIDS 2100: Arts and Ideas

FORL 2300—Topics in National Literatures

FORL 4185—Topics in Lang and Literature

FREN 4785—Special Topics in French

SPAN 4785—Special Topics in Spanish

GRMN 4785—Special Topics in German

FORL 3111—World Film

FORL 4485—Topics in National Film Traditions

THEA 4485—Special Topics in Theater

HIST 4423—Women & Gender in Ancient World

HIST 4467—Women in American History to 1890

HIST 4468—Women in American History Since 1890

~~HIST—Special topics?~~

~~PHIL 4130—Feminist Philosophy~~

~~PHIL 4240—Philosophy of Friendship/Love~~

~~Coursework outside the College of Arts and Humanities may be petitioned for credit towards the minor in Gender and Sexuality Studies as long as there is significant content and/or methodology related to the Humanities and/or Fine Arts.~~

Course View (Read Only)

Attachments

Current File: SEED 4286 syllabi for credit reduction from 9-6.pdf

Originator

Leadership and Instruction

College of Education

Huss, Robyn

Department

College

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments Senate Action Item
(See Procedure)

Course Details

SEED 4286 Teaching Internship
Prefix: Number Course Title

Students will be teaching full-time for one semester in a public school secondary level (grades 6-12) classroom, under the supervision and mentorship of an experienced, qualified classroom teacher.

Course Catalog Description

Lec Hrs	Lab Hrs	18.00	6.00	Fall - 2016	Spring and Fall	SAUI
			Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Teacher Education Admission TE and Educ. Field Experience Appl FE

Corequisites

SEED 4289

Rationale

The reduction in credit hours of this course from 9 to 6 is being done to benefit both the English Education and History Education programs; the math and science education programs already have their Internship at six credits. Because this is a student teaching internship and students are in public schools five days per week for the entire semester, course requirements will not change. Beginning in fall 2016, SEED will take responsibility for the internship course in the undergraduate English Ed degree, which will be in line with the courses SEED already provides for the undergraduate History Ed degree. The credit-count issue came about because the ENGL student teaching internship is one 9-cr course that blends the internship and seminar; SEED has a 9-cr internship and 3-cr seminar. Bringing the English Ed majors into existing SEED courses would mean a 3-cr increase (to 127) on the English Ed program sheet, needing BOR approval. Instead, SEED plans to decrease the internship course to 6 credits. This will be in line with what the English department currently does and with what UTeach does for the math and science undergraduate teacher ed program. The decrease in credit hours will also benefit the History Ed program by reducing it from 127 to 124 credit hours and thus bring it closer to the BOR recommendation of 120.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 30		Comments see attached syllabi
Attachments Current File: SEED4200_syllabi_for_credit_reduction_from_9-5.pdf		
College Approvals <hr/> Brian Mosler [APPROVED 2016-03-01] <hr/> Chair, Course Department <hr/> Laura Smith [APPROVED 2016-03-03] <hr/> Associate Dean, College of Education	Other Approvals <hr/> Cale Self [APPROVED 2016-04-19] <hr/> Chair, Undergraduate Programs Committee	Final Approval <hr/> Myrna Gantner [REQUIRED] <hr/> Final Approver

THE UNIVERSITY OF WEST GEORGIA

SEED 4286: Teaching Internship

Semester Hours: 6

Semester / Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax:

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; COE field experience application is required for placement.

Students will be teaching full-time for one semester in a public school secondary level (grades 6-12) classroom, under the supervision and mentorship of an experienced, qualified classroom teacher.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional

Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive direct instruction, small group discussion, peer editing and feedback, and writing across the curriculum as strategies.

This course will be delivered less than 50% online.

CLASS POLICIES

1. University procedures can be found at http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf.
2. Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information, the following policies apply to this course.
3. **Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
4. **Attendance** is expected every day. Permission to go to conferences or for interviews must be given by the supervisor.
5. **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 *Connection and Student Handbook* and the *Graduate Catalog*.

COURSE OBJECTIVES

Students will:

1. at the beginning of the semester, assist with tasks such as checking the roll, leading activities, assisting with group work, distributing equipment, etc.;
(*Education Preparation Handbook, 2013-2014*)
(*Adaptive, Collaborative, Knowledgeable, Leaders; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
2. assume teaching responsibilities gradually prior to mid-semester, assuming all teaching duties for at least two full weeks of instruction;
(*Education Preparation Handbook, 2013-2014*)
(*Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
3. develop and implement standards-based lessons that use a variety of appropriate teaching strategies, formative and summative assessments, instructional resources (including technology) appropriate for the discipline, and that reflect differentiation for diverse learners;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*)
(*Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8; Intern Keys-Standards 1, 2*)
4. design and implement assessments, including a pre- and post-unit assessment, that are useful in planning for instruction and for determination of grades as one measure of student progress;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*)
(*Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
5. plan and use appropriate techniques necessary to manage all aspects of the classroom;
(*Cooper, 2014*)
(*Decisive, Knowledgeable; Intern Keys-Standards 5, 6; INTASC 1, 2, 4, 5, 6, 7, 8*)
6. reflect on and evaluate each day for the purpose of effecting change or planning for subsequent instruction;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*);
(*Decision Makers, Reflective; INTASC 4, 9; Intern Keys-Standards 1, 2*)
7. participate in general faculty duties (bus duty, cafeteria duty, etc.) and in professional activities (attend faculty meetings, PTA, in-services, etc.)
(*Education Preparation Handbook, 2013-1014*);
(*Proactive; INTASC 5, 7, 9, 10; Intern Keys-Standard 9:5*)
8. practice the Code of Ethics for Georgia Educators;
(*Leaders; INTASC 5, 10; Intern Keys-Standard 9*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

References:

- Arends, R. (2013). *Learning to teach* (9th ed.). New York, NY: McGraw Hill.
- Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.
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- Cruikshank, D. R., Jenkins, D. B., & Metcalf K. K. (2011). *The act of teaching* (5th ed.). Columbus, OH: McGraw-Hill.
- Education preparation handbook (2013-2014). Carrollton, GA: University of West Georgia.
- Goethals, M. S. (2004). *Student teaching: A process approach to reflective practice* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Parkay, F. (2013). *Becoming a teacher* (9th ed.). Upper Saddle River, NJ: Pearson.
- Radford, C. P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ryan, K., & Cooper, J. (2010). *Those who can, teach*. Belmont, CA: Wadsworth.
- Savage, T. V., Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments and Responsibilities: The outline below reflects the desired experiences, behaviors, and responsibilities for each of the three participating groups: interns, university supervisors, and public school teachers (cooperating teachers).

Responsibilities of Candidates (Interns):

1. Be professional, including the following: be present and on time every day, complete tasks on time, dress professionally, behave responsibly, show initiative, communicate effectively, interact professionally.
All Objectives.
2. Students should contact their supervisors at least once a week. This may be done via electronic mail.
Course Objective 2.
3. Provide cooperating teachers with appropriate materials. Maintain open communication with teachers and university supervisors/personnel.
All Objectives.

4. Turn in reports/lesson plans to university supervisors as requested.

All Objectives.

5. Students are expected to be present at placements during the hours consistent with the daily schedule of teachers in the school in which they are placed. This schedule may be altered only with the consent of the student intern, the supervising teacher, and the university supervisor.

All Objectives.

6. Design a two-week curriculum unit to be implemented in the assigned classroom during the full-time teaching period. The curriculum unit is to be developed in a pretest-posttest format designed to assess the extent of learning gains made by the student participants that are a direct result of the intern's teaching.

Course Objective 3.

University Supervisor's Responsibilities:

1. Coordinate efforts for students to gain desired experiences.
2. Maintain communication with teachers and interns through means such as conferences, telephone calls, seminars, classes, visits to classrooms, journals, and teacher reports.
3. Provide assistance to cooperating teachers as requested and facilitate resolutions if problems arise.
4. Complete observation reports of on-site visits (and/or videotapes), with a copy to both the student teacher and the cooperating teacher.
5. Complete final evaluation form.
6. Ensure that interns and cooperating teachers have appropriate forms and materials.
7. Confer immediately with appropriate university personnel if major problems arise.

Cooperating Teachers' Responsibilities:

1. Work with interns and faculty within the framework of your classes and responsibilities to ensure that university students gain realistic experiences.
2. Confer with faculty and students as needs arise concerning performance, changes in schedules, problems, and successes. Notify university supervisors immediately of major problems.
3. Complete an observation report each week on the intern's progress and performance - with copies for the intern and the university supervisor; you may send these via the intern.
4. Complete the student teacher evaluation form--to be sent to the university Supervisor.
5. If possible, the cooperating teacher or other school personnel will assess each student intern using an evaluation tool used by that school district.

Evaluation Procedures:

The supervising teacher and college supervisor will assess the student on personal, professional, and classroom management and teaching competencies. Both supervisors will complete the Teacher Education Field Experience Evaluation Form. The college supervisor will complete an Observation Report Form after each visit. With the information above, the college supervisor is responsible for assignment of final grade.

An S is assigned for satisfactory performance and a U for unsatisfactory performance.

CLASS OUTLINE

Week 1 University Supervisor Orientation Meetings

Week 2

Week 3 Initial Observations/Conferences

Week 4

Week 5

Week 6 Additional Observations and Conferences

Week 7

Week 8

Week 9 Mid-Term Evaluation/Conferences

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15 Final Evaluation/Conferences

Week 16 Final Evaluation/Conferences

SEED 4286

TEACHING INTERNSHIP

Semester Hours: 9

Semester / Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.

Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are scheduled as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

1-9-14

COURSE OBJECTIVES

Students will:

1. at the beginning of the semester, assist with tasks such as checking the roll, leading activities, assisting with group work, distributing equipment, etc.;
(*Education Preparation Handbook, 2013-2014*)
(*Adaptive, Collaborative, Knowledgeable, Leaders; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
2. assume teaching responsibilities gradually prior to mid-semester, assuming all teaching duties for at least two full weeks of instruction;
(*Education Preparation Handbook, 2013-2014*)
(*Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
3. develop and implement standards-based lessons that use a variety of appropriate teaching strategies, formative and summative assessments, instructional resources (including technology) appropriate for the discipline, and that reflect differentiation for diverse learners;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*)
(*Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8; Intern Keys-Standards 1, 2*)
4. design and implement assessments, including a pre- and post-unit assessment, that are useful in planning for instruction and for determination of grades as one measure of student progress;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*)
(*Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8*)
5. plan and use appropriate techniques necessary to manage all aspects of the classroom;
(*Cooper, 2014*)
(*Decisive, Knowledgeable; Intern Keys-Standards 5, 6; INTASC 1, 2, 4, 5, 6, 7, 8*)
6. reflect on and evaluate each day for the purpose of effecting change or planning for subsequent instruction;
(*Cooper, 2014; Education Preparation Handbook, 2013-2014*);
(*Decision Makers, Reflective; INTASC 4, 9; Intern Keys-Standards 1, 2*)
7. participate in general faculty duties (bus duty, cafeteria duty, etc.) and in professional activities (attend faculty meetings, PTA, in-services, etc.)
(*Education Preparation Handbook, 2013-1014*);
(*Proactive; INTASC 5, 7, 9, 10; Intern Keys-Standard 9:5*)
8. practice the Code of Ethics for Georgia Educators;
(*Leaders; INTASC 5, 10; Intern Keys-Standard 9*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Education Preparation Handbook (2013-2014). Carrollton, GA: University of West Georgia.
May be found on the College of Education web page at
<http://www.westga.edu/ofe/handbook>

References:

- Arends, R. (2013). *Learning to teach* (9th ed.). New York, NY: McGraw Hill.
- Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.
- Cooper, J. M. (Ed). (2014). *Classroom teaching skills* (10th ed.). Cengage Learning: Belmont, CA.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf K. K. (2011). *The act of teaching* (5th ed.). Columbus, OH: McGraw-Hill.
- Education preparation handbook (2013-2014). Carrollton, GA: University of West Georgia.
- Goethals, M. S. (2004). *Student teaching: A process approach to reflective practice* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Parkay, F. (2013). *Becoming a teacher* (9th ed.). Upper Saddle River, NJ: Pearson.
- Radford, C. P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ryan, K., & Cooper, J. (2010). *Those who can, teach*. Belmont, CA: Wadsworth.
- Savage, T. V., Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments and Responsibilities:

The outline below reflects the desired experiences, behaviors, and responsibilities for each of the three participating groups: interns, university supervisors, and public school teachers (cooperating teachers).

Responsibilities of Candidates (Interns):

1. Be professional, including the following: be present and on time every day, complete tasks on time, dress professionally, behave responsibly, show initiative, communicate effectively, interact professionally.
All Objectives.
2. Students should contact their supervisors at least once a week. This may be done via electronic mail.
Course Objective 2.
3. Provide cooperating teachers with appropriate materials. Maintain open communication with teachers and university supervisors/personnel.
All Objectives.
4. Turn in reports/lesson plans to university supervisors as requested.
All Objectives.
5. Students are expected to be present at placements during the hours consistent with the daily schedule of teachers in the school in which they are placed. This schedule may be altered only with the consent of the student intern, the supervising teacher, and the university supervisor.
All Objectives.
6. Design a two-week curriculum unit to be implemented in the assigned classroom during the full-time teaching period. The curriculum unit is to be developed in a pretest-posttest format designed to assess the extent of learning gains made by the student participants that are a direct result of the intern's teaching.
Course Objective 3.

University Supervisor's Responsibilities:

1. Coordinate efforts for students to gain desired experiences.
2. Maintain communication with teachers and interns through means such as conferences, telephone calls, seminars, classes, visits to classrooms, journals, and teacher reports.

3. Provide assistance to cooperating teachers as requested and facilitate resolutions if problems arise.
4. Complete observation reports of on-site visits (and/or videotapes), with a copy to both the student teacher and the cooperating teacher.
5. Complete final evaluation form.
6. Ensure that interns and cooperating teachers have appropriate forms and materials.
7. Confer immediately with appropriate university personnel if major problems arise.

Cooperating Teachers' Responsibilities:

1. Work with interns and faculty within the framework of your classes and responsibilities to ensure that university students gain realistic experiences.
2. Confer with faculty and students as needs arise concerning performance, changes in schedules, problems, and successes. Notify university supervisors immediately of major problems.
3. Complete an observation report each week on the intern's progress and performance - with copies for the intern and the university supervisor; you may send these via the intern.
4. Complete the student teacher evaluation form--to be sent to the university Supervisor.
5. If possible, the cooperating teacher or other school personnel will assess each student intern using an evaluation tool used by that school district.

Evaluation Procedures:

The supervising teacher and college supervisor will assess the student on personal, professional, and classroom management and teaching competencies. Both supervisors will complete the Teacher Education Field Experience Evaluation Form. The college supervisor will complete an Observation Report Form after each visit. With the information above, the college supervisor is responsible for assignment of final grade.

An S is assigned for satisfactory performance and a U for unsatisfactory performance.

CLASS OUTLINE

- Week 1 University Supervisor Orientation Meetings
- Week 2
- Week 3 Initial Observations/Conferences
- Week 4
- Week 5
- Week 6 Additional Observations and Conferences
- Week 7
- Week 8
- Week 9 Mid-Term Evaluation/Conferences
- Week 10
- Week 11
- Week 12
- Week 13
- Week 14
- Week 15 Final Evaluation/Conferences
- Week 16 Final Evaluation/Conferences

CLASS POLICIES

3. University procedures can be found at http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf.
4. Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information, the following policies apply to this course.

3. **Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
4. **Attendance** is expected every day. Permission to go to conferences or for interviews must be given by the supervisor.
5. **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 *Connection and Student Handbook* and the *Graduate Catalog*.

Course View (Read Only)						
Attachments						
Current File: LIBR2100InformationLiteracyandResearch.docx						
Originator						
Library		Library		Critten, Jessica		
Department		College		Originator		
What would you like to do?						
<input checked="" type="radio"/> Add New Course <input type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course			Modifications			
			<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item			
Course Details						
LIBR	2100	Information Literacy and Research				
Prefix	Number	Course Title				
<p>This course is an introduction to information literacy and scholarly discourse: the ability to find, evaluate, and ethically use information both in- and outside of the classroom. Students will examine how they currently use information and critically reflect on how that information is shaped by political, cultural, and social forces.</p>						
Course Catalog Description						
2		2	Fall - 2016	Spring and Fall	Letter Grade	
Lect Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
<p>We are proposing a change to the course level of LIBR 1101 to better represent the level of work students already do in this class. We would like this new course number to be LIBR 2100. Library faculty changed the course title, learning outcomes, and description last year to reflect the way that a discussion of research is necessarily a discussion of the political and social dimensions of information. This course cannot focus on the mechanics of research without situating it in a discipline and a scholarly discourse that is not compatible with the curriculum of an introductory (1000) level course as we understand it. We hope this change will better represent the course to students and advisers, and attract students newly entering into their majors.</p>						

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 430	Comments We have submitted a request to delete this course in its previous incarnation, LIBR 1101. The course will be the same as LIBR 1101, the only difference is the course number. As per a discussion with Donna Haley, since the LIBR prefix only has one course number, we were free to choose any course number we liked. LIBR 2100 will replace LIBR 1101. Pending approval, it should still remain a 2-credit our core course in area B2. This change should not affect student registration or progression.	
Attachments Current File: LIBR2100InformationLiteracyandResearch.docx		
College Approvals Lorene Flanders [APPROVED 2016-04-18] <hr/> Dean, Library	Other Approvals Cale Self [APPROVED 2016-04-19] <hr/> Chair, Undergraduate Programs Committee	Final Approval Myrna Gantner [REQUIRED] <hr/> Final Approver

LIBR 2100: Information Literacy and Research (Previously LIBR 1101)

TEXT: This course has no text, but you will have weekly readings as assigned. The closest thing we have to a text in this class is the radio show *On the Media* which you'll listen to regularly.

COURSE OBJECTIVES:

By the end of the semester, you will be able to:

1. Identify, access, evaluate, and use information appropriate to a specific purpose.
2. Analyze the political, cultural, and social dimensions of information.
3. Ethically create information by synthesizing sources

COURSE DESCRIPTION: This course is an introduction to information literacy: the ability to find, evaluate, and ethically use information both in- and outside of the classroom. Students will examine how they currently use information and critically reflect on how that information is shaped by political, cultural, and social forces.

This is a course fundamentally about information. *Information literacy* is the means by which we assess how thoughtfully and efficiently we interact with and use information, and *research* is the process of bringing together information to create new information.

One of the ways we receive this information is through the **media**. "Media" broadly can refer to any kind of communication technology that conveys information (including other human beings!) For our purposes, however, we are understanding "the media" to refer to specific outlets that we might alternately call "mass media" including among other things newspapers, television, radio, social media, books, magazines, and video games. Throughout the semester we'll be exploring the relationship between the media and the information it communicates. Specifically, we will seek to answer the question: **Do we shape the media, or does the media shape us?** This will involve analyzing the media and how it transmits information (*Do certain media outlets have a bias? How does that affect how they present information? How might one media outlet cover a story differently than another?*) but also analyzing ourselves, and how we interact with information to create meaning (*What biases do you bring to the text you a reading/watching/listening to? Where do those biases/ideologies come from?*) As we explore these larger concepts, we'll be focusing on the logistics and mechanics of research to help us develop related research topics.

A note on open-mindedness:

Central to this course is the at-times uncomfortable discussion of "sacred cows": politics, religion, and personal beliefs and experiences. In order for this to be a functional and productive course, we have to be open and welcoming to these conversations. It is incredibly important that we be kind and respectful of other viewpoints and not take things personally. This class should be a space for you to feel like you can share without repercussion (within the reasonable bounds of responsible behavior), and also for everyone to be willing to have their minds and hearts changed. If you are unable or unwilling to move forward in this course with a sense of mutual respect, you may consider switching sections or taking a different course altogether.

Class policies:

Late work: At the end of the semester, students will have an opportunity to turn in missing work for partial points. In general, try to avoid missing assignments when they are due, they are designed to help prepare you for the following day's class. Be advised that you will not receive any feedback on late assignments.

Class conduct: We are committed to treating each other with respect. This means that we listen when others are speaking, we respect other perspectives (even when we may disagree with them), and we refrain from interrupting. A part of being respectful is being sensitive to the fact that some of the issues we discuss (and the way we might discuss them) may make people uncomfortable. A certain level of discomfort should be expected in a college class, but if you feel as though our discussions are being harmful, cruel, or in any way disrespectful, please feel free to use our class "safe" words: "Yellow" if you feel the class is beginning to get off the rails and "Red" if you feel that we should stop. Please also feel comfortable to leave the class to use the restroom, or if there is an emergency that you need to take care of. Use good judgment here.

Attendance and Tardiness: Please make an effort to attend class. Missing class is unacceptable unless you have a valid excuse. If you are late, take care to not be disruptive. Anything more than five minutes late will be subject to penalty.

Technology: Please keep your phones on silent. Be aware that if you are on your phone during class, there will be a higher chance that I will call on you.

ASSIGNMENTS:

Research Reflections (50 points): At the end of each class you'll do a relatively short write-up in which you'll make connections between class discussions, readings, and your personal and academic lives. As John Dewey writes, "We do not learn from experience, we learn from reflecting on experience." This assignment is about reflecting on what you are learning so it sticks with you.

Homework Responses (50 points): Your homework assignments are designed to introduce you to class concepts, and therefore serve as the foundation for our in-class discussion. This will usually be a combination of readings and Homework Response assignments, which will be a few guided questions to get you to respond to and internalize/apply what you've read/seen.

In-Class Participation (50 points): This course depends heavily on discussion and being both physically and mentally present. You will receive these points for being a thoughtful member of the class community and actively engaging in in-class activities (which may include in-class assignments that you turn in for a grade.). As such, you cannot get credit for discussions you were not present for.

Final Project (50 points): Your final project will be two-parted: An annotated bibliography and a research proposal. You will be developing a potential research project, including generating a topic and doing secondary (and, perhaps, some primary) research up until the point of actually writing up your findings. The annotated bibliography will be where you collect your sources and generally outline how you'd plan to use them, and the research proposal will detail the project you would undertake.

Total: 200 points

GRADING SCALE:

89.5-100	A
79.5-89.49	B
69.5-79.49	C
59.5-69.49	D
59.49 or below	F

A note on grading: What I’m looking for here is evidence of thoughtfulness and to see how your research **process** evolves. That means I’m not as much focused on you finding the one right answer (how often is there one right answer? One correct way to do something?) I care that you care, and that you want to develop a **critical consciousness** (Google it!) about how you interact with information both in and outside of this class. What does this mean for your grades? Work hard, think hard, try hard, and you should do well.

UWG POLICIES:

Please read this document for information on standard UWG policies related to this class:

<http://tinyurl.com/UWGSyllabusPolicies>

tl;dr summary:

Americans with Disabilities Act: If you have a documented disability, you are entitled to accommodations. Contact UWG Accessibility Services for more info.

Email Policy: Check your UWG email account regularly for official communications.

Credit Hour Policy: Currently, each credit hour = 50 min. of in-class time PLUS 2 hours of out-of-class work each week. That works out to an average of 4 hours of out-of-class work each week for this course.

UWG Honor Code: Academic dishonesty of any form is not acceptable.

SCHEDULE:

This syllabus is subject to almost certain change.

Date	Topic	Text	Assignment/Homework
1. Aug 26	Introductions/Class logistics; What is research?		Research Reflection #1 (in-class)
2. Sept 2	What is the media? What purpose does it serve?	Listen to the most recent episode of the show On the Media	Research reflection #2 (in-class); Homework response #1 due before class 9/2
3. Sept 9	Ideology and hegemony; Where do our ideas come from? Where do the media’s	Watch this video on Ideology: What is an ideology (or Althusser was crazy?)	Research reflection #3 (in-class); Homework response #2 due before class 9/9

	ideas come from?	Listen to the most recent episode of the show On the Media	
4. Sept 16	Scholarship	Groups 1-3 read: Obstacles to the Development of Media Education in the United States Groups 4-6 read: Toward Critical Media Literacy: Core concepts, debates, organizations, and policies	Research reflection #4 (in-class); Homework response #3 due before class 9/16; be prepared to actively discuss your article in class.
5. Sept 23	Rhetoric	Read: The Baloney Detection Kit	Research reflection #5 (in-class); Homework response #4 due before class 9/23
6. Sept. 30	What information do you need?	Listen to the most recent episode of the show On the Media Note: We will be meeting in the main floor classroom this day.	Research reflection #6 (in-class); Homework response #5 due before class 9/30
7. Oct 7	Finding information	Watch UWG Catalog Searching ; read Searching as Strategic Exploration	Research reflection #7 (in-class); Homework response #6 due before class 10/7
8. Oct 14 *Note: October 14 is the last day to drop a class without grade penalty	<i>Citizenfour</i> , the media, and privacy	None	Watch <i>Citizenfour</i> in class and take notes; your notes will count as your attendance.
9. Oct 21	<i>Citizenfour</i> , the media, and privacy	Watch Glenn Greenwald's TED talk, Why privacy matters	Research reflection #8; Homework response #7 due before class 10/21
10. Oct 28	Information cycle and the [social] media	Read " Our Demand is Simple: Stop Killing Us "	Research reflection #9 (in-class); Complete homework response #8 and bring to class 10/21
11. Nov 4	Bias and authority;	Read Authority is Constructed and Contextual	Research reflection #10; Homework

	Who is an expert?	Listen to the most recent episode of the show On the Media	response #9 due before class 11/4
12. Nov 11	Research as inquiry	Read Research as inquiry Listen to the most recent episode of the show On the Media	Homework response #10 due before class 11/11
13. Nov 18	Integrating sources and citation	Review this website: " Citing Sources: Overview "	
14. Nov 25: Thanksgiving; no class		None	None
15. Dec 2	Annotated Bibliographies		Bring your annotated bibliography and research proposal to class.
16. Dec 9 (Finals week)	Final Project workshop		<i>Your final project will be due at midnight, Wednesday, Dec. 9.</i>

Addendum II

Program View (Read-Only)										
Attachments Current File: ConcentrationDMProgram.docx										
Originator <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Richards College of Business <small>College</small></td> <td style="width: 33%; border: none;">Marketing and Real Estate <small>Department</small></td> <td style="width: 33%; border: none;">Talpade, Sallii M. <small>Originator</small></td> </tr> </table>		Richards College of Business <small>College</small>	Marketing and Real Estate <small>Department</small>	Talpade, Sallii M. <small>Originator</small>						
Richards College of Business <small>College</small>	Marketing and Real Estate <small>Department</small>	Talpade, Sallii M. <small>Originator</small>								
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Richards College of Business <small>College</small>	Master of Business Administration (MBA) <small>Existing Program (as shown in the DMA)</small>	<input type="checkbox"/> On Campus <small>Program Location</small> <input type="checkbox"/> Graduate <small>Degree Level</small>								
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Master of Business Administration <small>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</small>										
Modification Details <p>A Concentration in Digital Marketing will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentration Courses, and 1 Free Elective. The required 4 concentration courses for the Digital Marketing Concentration are the following:</p> <ol style="list-style-type: none"> 1. MKTG 5818 - Business Web Design. 2. MKTG 5868 - Marketing Metrics. 3. MKTG 5810 - Social Media Marketing. 4. MKTG 6850 - Analytical Methods in Marketing. <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>	Rationale <p>Based on student demand, the Richards College of Business will begin to offer an MBA with a Concentration in Digital Marketing to help students differentiate themselves in the marketplace.</p> <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>									
Attachments Current File: ConcentrationDMProgram.docx										
SACSCOC Substantive Change <p>Please review the Policy Summary and Decision Matrix Send questions to clenks@westga.edu</p> <p>Check all that apply to this program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input checked="" type="checkbox"/> None of these apply 	Comments <p>The current MBA program requires 30 credit hours, 6 core courses and 4 electives.</p> <p>A Concentration In Digital Marketing will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentration Courses, and 1 Free Elective. The required 4 concentration courses for the Digital Marketing Concentration are the following:</p> <ol style="list-style-type: none"> 1. MKTG 5818 - Business Web Design. 2. MKTG 5868 - Marketing Metrics. 3. MKTG 5810 - Social Media Marketing. 4. MKTG 6850 - Analytical Methods in Marketing. <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>									

College Approvals	Other Approvals	Final Approval
<p>Faye McIntyre [APPROVED 2016-04-04] Dean, RCOB</p>	<p>Dawn McCord [APPROVED 2016-04-16] Chair, Graduate Programs Committee</p>	<p>Myrna Gantner [REQUIRED] Final Approver</p>
<p>Faye McIntyre [APPROVED 2016-04-04] Chair, Course Department</p>	<p>Jeannie Pridmore [APPROVED 2016-04-04] RCOB Graduate Program Committee Chair</p>	

Master of Business Administration with a Concentration in Digital Marketing

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Digital Marketing (12 hours):

MKTG 5818 – Business Web Design

MKTG 5868 – Marketing Metrics

MKTG 5810 – Social Media Marketing

MKTG 6850 – Analytical Methods in Marketing

One Elective Course (3 hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

Master of Business Administration

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Four Elective Courses (12hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

One 5000 level business/non-business course may be used as an elective, subject to approval by the MBA director.

Program View (Read-Only)										
Attachments Current File: ConcentrationSCRProgram.docx										
Originator <table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 33%;">Richards College of Business <small>College</small></td> <td style="border: none; width: 33%;">Marketing and Real Estate <small>Department</small></td> <td style="border: none; width: 33%;">Talpade, Sallii M. <small>Originator</small></td> </tr> </table>		Richards College of Business <small>College</small>	Marketing and Real Estate <small>Department</small>	Talpade, Sallii M. <small>Originator</small>						
Richards College of Business <small>College</small>	Marketing and Real Estate <small>Department</small>	Talpade, Sallii M. <small>Originator</small>								
<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%; vertical-align: top;"> What would you like to do? Add New Program Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="checkbox"/> Deactivate Existing <input type="checkbox"/> Program <input type="checkbox"/> Terminate Existing Program <input type="checkbox"/> Reactivate Existing Program </td> <td style="border: none; width: 50%; vertical-align: top;"> Modifications <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small> </td> </tr> </table>		What would you like to do? Add New Program Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="checkbox"/> Deactivate Existing <input type="checkbox"/> Program <input type="checkbox"/> Terminate Existing Program <input type="checkbox"/> Reactivate Existing Program	Modifications <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small>							
What would you like to do? Add New Program Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="checkbox"/> Deactivate Existing <input type="checkbox"/> Program <input type="checkbox"/> Terminate Existing Program <input type="checkbox"/> Reactivate Existing Program	Modifications <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small>									
Program Selection <table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 33%;">Richards College of Business <small>College</small></td> <td style="border: none; width: 33%;">Master of Business Administration (MBA) <small>Existing Program (as shown in the DMA)</small></td> <td style="border: none; width: 33%;"></td> </tr> <tr> <td style="border: none;">Master of Business Administration (MBA) <small>Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)</small></td> <td style="border: none; text-align: center;"> <input type="checkbox"/> On Campus <small>Program Location</small> </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Graduate <small>Degree Level</small> </td> </tr> <tr> <td style="border: none;">Master of Business Administration <small>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</small></td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Fall <input type="checkbox"/> 2016 <small>Effective Semester/Year</small> </td> <td style="border: none;"></td> </tr> </table>		Richards College of Business <small>College</small>	Master of Business Administration (MBA) <small>Existing Program (as shown in the DMA)</small>		Master of Business Administration (MBA) <small>Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)</small>	<input type="checkbox"/> On Campus <small>Program Location</small>	<input type="checkbox"/> Graduate <small>Degree Level</small>	Master of Business Administration <small>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</small>	<input type="checkbox"/> Fall <input type="checkbox"/> 2016 <small>Effective Semester/Year</small>	
Richards College of Business <small>College</small>	Master of Business Administration (MBA) <small>Existing Program (as shown in the DMA)</small>									
Master of Business Administration (MBA) <small>Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)</small>	<input type="checkbox"/> On Campus <small>Program Location</small>	<input type="checkbox"/> Graduate <small>Degree Level</small>								
Master of Business Administration <small>Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)</small>	<input type="checkbox"/> Fall <input type="checkbox"/> 2016 <small>Effective Semester/Year</small>									
Modification Details <p>A Concentration in Sales and Consumer Research will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentration Courses, and 1 Free Elective. The required 4 concentration courses for the Sales and Consumer Research Concentration are the following:</p> <ol style="list-style-type: none"> 1. MKTG 5805 - Sales Management. 2. MKTG 5864 - Consumer Behavior. 3. MKTG 5868 - Marketing Metrics. 4. MKTG 6850 - Analytical Methods in Marketing. <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>	Rationale <p>Based on student demand, the Richards College of Business will begin to offer an MBA with a concentration in Sales and Consumer Research to help students differentiate themselves in the marketplace.</p> <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>									
Attachments Current File: ConcentrationSCRProgram.docx										
SACSCOC Substantive Change Please review the Policy Summary and Decision Matrix Send questions to cjenks@westga.edu Check all that apply to this program <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input checked="" type="checkbox"/> None of these apply	Comments <p>The current MBA program requires 30 credit hours, 6 core courses and 4 electives.</p> <p>A Concentration in Sales and Consumer Research will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentration Courses, and 1 Free Elective. The required 4 concentration courses for the Sales and Consumer Research Concentration are the following:</p> <ol style="list-style-type: none"> 1. MKTG 5805 - Sales Management. 2. MKTG 5864 - Consumer Behavior. 3. MKTG 5868 - Marketing Metrics. 4. MKTG 6850 - Analytical Methods in Marketing. <p style="font-size: small; margin-top: 10px;">(Max 4000 characters)</p>									

College Approvals	Other Approvals	Final Approval
Faye McIntyre [APPROVED 2016-04-04]	Dawn McCord [APPROVED 2016-04-16]	Myrna Gantner [REQUIRED]
Dean, RCOB	Chair, Graduate Programs Committee	Final Approver
Faye McIntyre [APPROVED 2016-04-04]	Jeannie Pridmore [APPROVED 2016-04-04]	
Chair, Course Department	RCOB Graduate Program Committee Chair	

Master of Business Administration with a Concentration in Sales and Consumer Research

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Sales and Consumer Research (12 hours):

MKTG 5805 – Sales Management (currently offered)

MKTG 5864 – Consumer Behavior (currently offered)

MKTG 5868 – Marketing Metrics (approved)

MKTG 6850 – Analytical Methods in Marketing (approved)

One Elective Course (3 hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

Master of Business Administration

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Four Elective Courses (12hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

One 5000 level business/non-business course may be used as an elective, subject to approval by the MBA director.

Program View (Read-Only)

Attachments

Current File: 03_04PostMSN.cerCN.docx

Originator

School of Nursing College Nursing Department Duke, Karen Originator

What would you like to do?

Add New Program Add New Track/Concentration **Modify Existing Program** Deactivate Existing
 Program Terminate Existing Program Reactivate Existing Program

Modifications

Program Name Program Description Degree Name See Comments
 Senate Action Item (See Procedure)

Program Selection

School of Nursing College Post-Master's In Health Systems Leadership Existing Program (as shown in the DMA)
 Post-Master's In Health Systems Leadership
 Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
 Post-Master Certificate
 Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)
 On Line Program Location Graduate Degree Level
 Fall 2016 Effective Semester/Year

Modification Details

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at the University of West Georgia Tanner Health System, School of Nursing including 425 clinical practicum hours. Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.

(Max 4000 characters)

Rationale

The Post Master Certificate program plans of study are updated to reflect the requirements of the MSN essentials and CNL revised competencies.

(Max 4000 characters)

Attachments

Current File: 03_04PostMSN.cerCN.docx

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cenks@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
 Program deactivation
 None of these apply

Comments

The Post Master Certificate program plans of study are updated to reflect the requirements of the MSN essentials and CNL revised competencies. Please see modification details for explicit information.

(Max 4000 characters)

College Approvals	Other Approvals	Final Approval
<p>Laurie Ware [APPROVED 2016-03-07] Associate Dean of Nursing</p> <hr/> <p>Jennifer Schuessler [APPROVED 2016-03-08] Dean, School of Nursing</p>	<p>Dawn McCord [APPROVED 2016-04-16] Chair, Graduate Programs Committee</p>	<p>Myrna Gantner [REQUIRED] Final Approver</p>



SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
POST - MASTER'S CERTIFICATE
HEALTH SYSTEMS LEADERSHIP
CLINICAL NURSE LEADER ROLE

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at the University of West Georgia Tanner Health System, School of Nursing including 425 clinical practicum hours.

Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.

Plan of Study (10 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (5 hours)</i>			<i>Spring Semester II (5 hours)</i>		
N6122	Health Systems Leadership CNL Practicum I	0-8-2	N6123	Health Systems Leadership CNL Practicum II	0-20-4
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	1-0-1

A description of each of the above courses can be found in the UWG Graduate Catalog.
 Rev.04/19/13, 02.02.15 ,02/26.16

Program View (Read-Only)													
Attachments Current File: 3.04Post_Masters-HSL_Ldr-Mgr_docs													
Originator <table style="width:100%; border: none;"> <tr> <td style="border: none;">School of Nursing</td> <td style="border: none;">Nursing</td> <td style="border: none;">Duke, Karen</td> </tr> <tr> <td style="border: none;">College</td> <td style="border: none;">Department</td> <td style="border: none;">Originator</td> </tr> </table>		School of Nursing	Nursing	Duke, Karen	College	Department	Originator						
School of Nursing	Nursing	Duke, Karen											
College	Department	Originator											
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School of Nursing	Post-Master's in Health Systems Leadership												
College	Existing Program (as shown in the DMA)												
Post-Master's in Health Systems Leadership	<input type="checkbox"/> On Line <input type="checkbox"/> Graduate												
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Program Location												
Post-Master Certificate	Fall 2016												
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year												
Modification Details The Post-Master's Certificate for Health Systems Leadership is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours. Post-Master's Certificate for Health Systems Leadership students must successfully complete graduate didactic and clinical requirements of the Master's Health Systems Leadership program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the program guidelines.	Rationale The Post Master Certificate program plans of study are updated to reflect the requirements of the MSN essentials and CNL revised competencies.												
(Max 4000 characters)	(Max 4000 characters)												
Attachments Current File: 3.04Post_Masters-HSL_Ldr-Mgr_docs													
SACSCOC Substantive Change Please review the Policy Summary and Decision Matrix Send questions to cjenks@westga.edu Check all that apply to this program <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input checked="" type="checkbox"/> None of these apply	Comments The Post Master Certificate program plans of study are updated to reflect the requirements of the MSN essentials and CNL revised competencies. Please see modification details for explicit information.												
	(Max 4000 characters)												

College Approvals	Other Approvals	Final Approval
<p>Laurie Ware [APPROVED 2016-03-07] Associate Dean of Nursing</p> <hr/> <p>Jennifer Schuessler [APPROVED 2016-03-08] Dean, School of Nursing</p>	<p>Dawn McCord [APPROVED 2016-04-16] Chair, Graduate Programs Committee</p>	<p>Myrna Gantner [REQUIRED] Final Approver</p>



**TANNER HEALTH SYSTEM SCHOOL OF NURSING
DEGREE PLAN
POST - MASTER'S CERTIFICATE
HEALTH SYSTEMS LEADERSHIP
LEADER/MANAGER ROLE**

The Post-Master's Certificate for Health Systems Leadership is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Health Systems Leadership students must successfully complete graduate didactic and clinical requirements of the Master's Health Systems Leadership program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the program guidelines.

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (5 Hours)</i>			<i>Spring Semester II (8 Hours)</i>		
N6117	Health Systems Leadership Role of the Leader/Manager	3-0-3	N6115	The Business of Healthcare: Financial and Economic Evidence.	3-0-3
N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2	N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3
			N6120	Health Systems Leadership Leader/Manager Practicum II	0-8-2

A description of each of the above courses can be found in the UWG Graduate Catalog.

Rev.04.19.13 0.2.26.16

Program View (Read-Only)	
Attachments Current File: rev_03_04_Post_MSN_Ed.docx	
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What would you like to do? <input type="radio"/> Add New Program <input type="radio"/> Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="radio"/> Deactivate Existing	
Program Selection <input type="radio"/> Program <input type="radio"/> Terminate Existing Program <input type="radio"/> Reactivate Existing Program	
Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item <input type="checkbox"/> (See Procedure)	
Program Selection School of Nursing: <input type="text" value="School of Nursing"/> College: <input type="text" value="Nursing"/> Post-Master's in Nursing Education Existing Program (as shown in the DMA) Program Name (You can only edit this if you checked 'Program Name' in the Modifications box) Post-Master Certificate <input type="text" value="Fall"/> <input type="text" value="2016"/> Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box) Effective Semester/Year <input type="text" value="On Line"/> <input type="text" value="Graduate"/> Program Location Degree Level	
Modification Details The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours. Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.	Rationale The Post Master Certificate program plans of study are updated to reflect the requirements of the MSN essentials and CNL revised competencies
(Max 4000 characters)	(Max 4000 characters)
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College Approvals	Other Approvals	Final Approval
<p>Laurie Ware [APPROVED 2016-03-07] Associate Dean of Nursing</p>	<p>Dawn McCord [APPROVED 2016-04-16] Chair, Graduate Programs Committee</p>	<p>Myrna Gantner [REQUIRED] Final Approver</p>
<p>Jennifer Schuessler [APPROVED 2016-03-08] Dean, School of Nursing</p>		



SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN
POST - MASTER'S CERTIFICATE
NURSING EDUCATION

The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (5 Hours)</i>			<i>Spring Semester II(5 Hours)</i>		
N6110	Curriculum Development in Nursing Education	3-0-3	N6112	Nurse Educator Role Practicum II	0-8-2
N6111	Nurse Educator Role Practicum I	0-8-2	N6113	Evaluation and Testing in Nursing Education	3-0-3

A description of each of the above courses can be found in the UWG Graduate Catalog.
 Rev.04.19.13 02.12.15 0.2.26.16

Addendum III

University of West Georgia Honors College Contract Policies

- ❖ Honors College students can “convert” most regular course sections into Honors credit by completing a contract with the supervising professor who must be a member of the honors faculty. The following classes can **NOT** be converted: ENGL 1101 and 1102; any elementary level Foreign Language (1001 and 1002); HIST 1111, 1112, 2111, and 2112; any MATH below 1113; and PSYC 1030.
- ❖ Some departments have additional policies regarding honors contracts, and professors have the right to refuse to allow Honors students to convert their courses.
- ❖ The extra/different work required to receive Honors credit will be determined by the professor. Options include **but are not limited to:**
 - Additional paper or report (minimum 5 pages)
 - Independent laboratory experimentation
 - Additional creative project(s)
 - Multiple additional shorter papers or reports (totaling at least 5 pages)
 - Additional class presentation(s)
 - Doing graduate level work in a jointly listed 4000/5000 course
 - Research project
- ❖ It is the **student’s responsibility to complete any additional assignments under the new contract** for that course. If the professor determines that the student has not successfully completed the honors work, he/she has the discretion to alter the student’s grade accordingly.
- ❖ Honors students can convert as many courses as needed in order to meet the Honors College graduation requirements (students need at least 10 honors courses, and 2 need to be upper-level).
- ❖ Student must receive a letter grade A-F.
- ❖ The Honors Contract Form **MUST** be received by the Honors College Office by the **end of the 2nd week of the term.**
- ❖ Honors Conversions are processed at the end of the term after grades have been submitted. The Registrar will update the course title on the student’s record to reflect an “Honors” course.

- ❖ Students **CANNOT UN-CONVERT** courses if the contract has been submitted to the Honors College and processed by the Registrar's Office.

I have read and understand the policies for Honors Conversions at UWG, and I agree to abide by them to the best of my ability. I understand that once the Registrar's Office processes my Honors Contract, I will **NOT** be able to **UN-CONVERT** that Honors course back to a regular credit.

Print Name Here

Honors Student Signature

Honors Course

Date

Honors Contract Approval Form

Students must print a copy of this form and submit to the Honors College for approval. The forms with all signatures are maintained at the Honors College.

Failure to adequately differentiate the honors-worthy work for the course in accordance with the Honors College learning objectives may result in denial of Honors credit for the student (see http://www.westga.edu/assets/Honors/Documents/Honors_Course_Learning_Outcomes.pdf).

****Honors Contracts that are submitted & processed by the Registrar's Office cannot be converted back to non-honors credit. It is the student's responsibility to complete all assignments as arranged by the Honors Contract****

Student Name (*legibly printed*): _____

Student ID Number: 917-_____-_____

Are you a graduating senior? Y/N

Phone Number (*where you can be reached*): _____-_____-_____

Course Information

Semester/Year of the Course: Fall/____ Spring/____ Summer/____

(Please write the year after the term on the line provided)

Department Abbreviation: _____ Course #: _____ Section #: _____

Credit Hours: _____ CRN #: _____ Office Use Only: _____

Print course title, as it will appear on your transcript.

Description of the additional/different work required to make this an Honors Course. (See previous page for suggestions)

Name of Supervising Instructor (*Please print*): _____

Signature of Supervising Instructor: _____ Date: ___/___/___

Signature of Department Chair: _____ Date: ___/___/___

Signature of Honors College Dean: _____ Date: ___/___/___

Please return this form, along with the signed **Honors College Contract Policies** form and a copy of the regular course syllabus to the Honors College Office. Please be sure to have all required signatures, other than the Honors College Dean's, before submitting the forms to the Honors College. If you have any questions about this process, please contact Stacey Rowland at (678-839-6636).

Addendum IV

Academic Advisement(301)

The faculty advisor should bear in mind the extreme importance of his or her role ~~and. He or she should know the core curriculum and degree requirements of their individual programs. The advisor's work with the student can determine the degree of success the student attains. A student's initial and possibly only lengthy contact with a faculty member is with his or her advisor. It is imperative that this contact be meaningful in terms of the student's academic and personal needs.~~

~~A student should not only feel free to seek academic advice from his or her advisor but may also solicit opinions and help in any matter the student feels pertinent to his or her personal needs. The advisor should make every effort to assist the student with these needs and, if necessary, refer the student to the appropriate campus agency. Friendly and personal dialogue is encouraged for the promotion of advisor-advisee rapport.~~ The advisor functions in a strictly advisory capacity and should not attempt to force adherence to the advisor's wishes. Although the advisor is expected to know university policy and curricula, it is the student's responsibility to fulfill all degree requirements.

~~The academic advisory system functions within the framework of the colleges of the university. Assignment of an advisee to a college for advisement is made on the basis of information in the student's admission material or upon the student's stated interest after enrollment. The Registrar's Office provides an evaluation of university courses taken by students who transfer from other institution. An advisor's manual is furnished to all assigned advisors. The number of advisees in the "undecided major" category assigned to a college is based on the faculty members available to the college.~~

Undergraduate advisement:

~~University of West Georgia undergraduate students will receive information about advising and registration from the University of West Georgia Advising Center. Please see the University of West Georgia Advising Center website for details. Faculty should also consult with their individual college or school regarding academic advisement requirements.~~

Graduate advisement:

~~University of West Georgia graduate students will receive information about advising and registration directly from the college/school to which they are enrolled.~~

~~A student may change his or her major by completing the "Change of Major" form in the departmental office of the desired major. The advisee will be assigned an appropriate advisor~~

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~~prior to the next advisement period if the request is made by the fifth week of the current semester.~~

Addendum V

UWG PROCEDURE NUMBER: UWG Procedure 2.7.7, Reporting Grades

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the expectations to meet the announced deadlines for entering midterm grades when required and all final grades A-F, I.

A. Definitions:

1. *Grades*- standardized measurements of varying levels of achievement in a course.
2. *BanWeb*- web interface to university student information system.

B. Reporting Grades Procedure:

Faculty are required to submit all course grades by the announced deadline. Failure to do so may result in disciplinary action. Detailed instructions for reporting grades on BanWeb can be found in the Registrar's Office Faculty Resource page <http://www.westga.edu/registrar/468.php>.

After submitting final grades, an automated email from the Registrar's Office will be sent to your westga.edu email address. If you have successfully submitted **ALL** grades, you will receive a "Complete" email. If you have missed any students, you will receive an "Errors" email indicating the course information and which students have missing grades.

A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control.

C. Change Grade Procedure:

Grade Changes can be done in BanWeb **UNTIL** noon on official DUE DATE each term.

ALL Grades Changes after NOON, will require a Grade Change Form. A grade change form will require the student's name and number, the course information, and the reason for change. The instructor, department chair, and a processor in the Registrar's Office must approve the form.

[http://www.westga.edu/assetsDept/registrar/Grade_Change_Form\(1\).pdf](http://www.westga.edu/assetsDept/registrar/Grade_Change_Form(1).pdf)

Each academic department will articulate a process to determine grade changes when the professor is no longer available. Policy statements articulated will be sent to the appropriate academic dean, and grade changes will be approved by the dean in accordance with established policy.

D. Incomplete Work Procedure:

Instructors can assign a grade of Incomplete (I) on BanWeb. <http://www.westga.edu/registrar/468.php>.

Consult your college/school or department for specific guidelines regarding Incomplete (I) grades.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2016.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: *N/A*

Rules_4/14/2016

Addendum VI



UWG PROCEDURE NUMBER: UWG Procedure 2.7.5, Class Roster

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty how to verify their class attendance.

A. Definitions:

1. *Class Roster*- list of students officially enrolled in a course, as indicated by the current information records of the Registrar’s Office.
2. *BanWeb*- web interface to university student information system.

B. Class Roster Procedure:

Faculty are required to verify class roster (*attendance verification*) each semester by the date determined by the university. An email from the Registrar's office is sent to all faculty requiring class roster verification. Faculty indicate in BanWeb whether a student has attended or never attended their class. For online courses, student attendance is indicated by logging into the online platform and accessing the course content or by other actions as specified by the faculty member.

Detailed instructions for verification of class roster on BanWeb can be found in the Registrar’s Office Faculty Resource page <http://www.westga.edu/registrar/468.php>.

Issued by the [title of person charged with writing procedure], **the** ____ **day of** _____, **2016.**

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules_4/14/2016

Addendum VII

UWG PROCEDURE NUMBER: 9.9.1 Sexual Misconduct Policy

Authority: UWG POLICY 9.9 (Abusive Behavior)

The Chief Human Resources Officer, pursuant to the authority of UWG Policy 9.9, establishes the following procedures for compliance with the Georgia Board of Regents Policy 4.1.7, Sexual Misconduct Policy.

A. Adoption by Reference.

The University of West Georgia hereby adopts and incorporates by reference the Georgia Board of Regents Policy 4.1.7, Sexual Misconduct Policy (attached hereto as Appendix A), with clarifications or additional provisions as set forth in the remainder of this Procedure. Any conflicts between this Procedure and BOR Policy 4.1.7 will be decided by the provisions of the latest BOR policy on Sexual Misconduct.

NOTE: For issues involving complaints of discrimination not involving sex or gender, please refer to UWG Procedure 6.2.5 on Civil Rights Investigations and Hearing Process.

B. Receipt of Complaints.

Complaints regarding sex discrimination, sexual harassment or sexual misconduct can be reported to any of the following individuals:

- Social Equity Officer and Title IX Coordinator
Aycock Hall, Room 112
678-839-5344
- Director of Human Resources and Title IX Deputy Coordinator for Faculty, Staff and Visitors
Aycock Hall, Room 112
678-839-6424
- Student Conduct Specialist and Title IX Deputy Coordinator for Students
Campus Center, Room 200
678-839-4733
- Assistant Athletics Director and Title IX Deputy Coordinator for Gender Equity in Athletics
Athletic Operation Building, Room 242
678-839-9364
- Report using our anonymous [online form](#) ("Incident Report" at www.westga.edu/UWGCares)

C. Investigations.

Investigations will be coordinated through the Title IX Coordinator's office. All complaints (including those involving claims of discrimination) will be investigated in accordance with the

terms of BOR Policy 4.1.7. This includes complaints that do not include a complaint involving a student (i.e., complaints between employees or vendors). For additional information, please contact the Title IX Coordinator's office, who is authorized to establish further guidelines to assist with compliance.

D. Investigation Report Findings.

The investigator will issue a written report to the parties of the charges, findings of cause/no cause, description of evidence supporting the findings, and recommendations of sanctions, as applicable. The parties have the opportunity to respond within three business days and the investigator may supplement the report in accordance with BOR Policy 4.1.7.5. At such time as the investigator's report is finalized, the Title IX Coordinator will discuss the findings and recommended sanctions, as applicable, with the parties. Any disagreements with the findings or sanctions by either party will result in the forwarding of the complaint and the investigation report for hearing by a Panel assigned by the Title IX Coordinator. The Title IX Coordinator's office is authorized to establish further guidelines to assist with compliance.

E. Hearing Procedures.

Hearings involving a student, either as a Complainant or as a Respondent, will be resolved in accordance with the University's Student Code of Conduct, which is based upon BOR Policy 4.1.7.5. In the event of any conflicts, the BOR Policy will prevail. All other hearings that do not involve a student as a Complainant or Respondent will follow the [Protocols for Employee Civil Rights Complaints](#). The Title IX Coordinator's office is authorized to establish further guidelines on the hearing procedures.

F. Appeals.

Appeals of hearing results for complaints involving a student, either as a Complainant or as a Respondent, will follow the procedures set forth in BOR Policy 4.7.1.6. All others will follow the [Protocols for Employee Civil Rights Complaints](#). The Title IX Coordinator's office is authorized to establish further guidelines on appeals.

Issued by the Chief Human Resources Officer, the ____ day of _____, 2016.

Signature, Chief Human Resources Officer

Reviewed by Vice President for Business & Finance: _____

Previous version dated: N/A