Memorandum

To: General Faculty

Date: November 10, 2021

Regarding: Faculty Senate Agenda for November 12, 2021 via Zoom

1. Call to Order
2. Roll Call
3. Minutes

    A) The October 15, 2021 Meeting Minutes were approved electronically on October 20, 2021.

4. Administrator Reports

    A) Report from the Provost

5. Committee Reports

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

Action Items: (Addendum I)

   A) College of Arts, Culture, and Scientific Inquiry

   1) Department of Natural Sciences

      a) Biology Secondary Education Track, UTeach, B.S.

         Request: Delete

      b) Chemistry, Non-ACS Track, Secondary Education Option, B.S.

         Request: Delete

      c) Geology, Earth Science Secondary Education Certification, B.S.

         Request: Delete

      d) Physics Plan D – Physics with a Concentration in Education, B.S.

         Request: Delete

   2) Department of Anthropology, Sociology and Psychology

      a) Sociology, B.S.

         Request: Modify

   B) College of Education

   1) Department of Sport Management, Wellness and Physical Education

      a) Health and Community Wellness, B.S.

Request: Modify

 C) The University College

  1) Department of Civic Engagement and Public Service

   a) Public Service Minor

   Request: Add

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

Action Items: (Addendum II)

 A) Richards College of Business

  1) Department of Accounting and Finance

   a) Master of Professional Accounting, MPAcc

   Request: Modify

   b) ACCT 6265 – Accounting for Sustainability

   Request: Add

 B) School of Communication, Film, and Media

  1) GFA 6000 – Proseminar in Film & Television Production for Key Creatives
  Request: Add

  2) GFA 6020 – Camera & Lighting for Cinematographers
  Request: Add

  3) GFA 6040 – Post Production for Storytellers I
  Request: Add

  4) GFA 7020 – Camera & Lighting for Cinematographers II
  Request: Add

Information Item: (Addendum III)

 A) GA Guidelines for Assistantships within Academic Affairs

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

Information Item:

 A) FDC Leadership in and Plan for UWG Implementation of BOR-mandated Post-Tenure
  Review and Promotion & Tenure Policies

6. Old Business

7. New Business

8. Announcements

A) Roy Richards Sr. Hall, David Nickell

9. Adjournment

Addendum I

Biology, Secondary Education Track UTeach, B.S.

2022-2023 Undergraduate Delete Program Request

General Information

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

Desired Effective Semester - Please update*	Fall

Desired Effective Year - Please update*	2021

What would you like to do?*
- ⦿ Deactivate Existing Program
- ◯ Terminate Existing Program

Routing Information

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School/ Department *

Department of Natural Sciences

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

Is this a College of Education Program? *
○ Yes ● No

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

Program Information

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

Type of Program *
● Program
○ Shared Core

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

DO NOT edit the <u>imported</u> information below.

Program Name *   Biology, Secondary Education Track UTeach, B.S.

Program Type *

Bachelor

Degree Type *

Bachelor of Science

Program Location *

Carrollton

Program Description *   The biology program has developed a focused track for persons who wish to pursue teaching at the secondary level.

The secondary education track is a restrictive degree program that ensures future teachers meet all state and national content standards for science.

Status * ● Active-Visible ○ Inactive-Hidden

Requirement

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

Core Curriculum Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus

[Right] required under Area A

[After] Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Core Area F: 18 Hours

BIOL 2107 Principles of Biology I for Biology Majors

BIOL 2107L Principles of Biology I Lab for Biology Majors

BIOL 2108 Principles of Biology II for Biology Majors

BIOL 2108L Principles of Biology II Lab for Biology Majors

[After] 1000/2000 Level Academic Electives 10

[After] 1000/2000 Level Academic Electives 10

Requirements for the Major (21 hours BIOL 2000/4000): 46-51 Hours

[Before]BIOL 3285 3

STEM 3815 Perspectives on Science and Mathematics

UTCH 3001 Knowing and Learning in Mathematics and Science Education

UTCH 3002 Classroom Interactions

UTCH 4000 Apprentice Teaching

UTCH 3003 Project Based Instruction

UTCH 3004 Inclusive Secondary Mathematics and Science Classrooms

Supporting Courses for the Major: 8 Hours

MATH 1113 Precalculus
[Right] (if not in Area F)
CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[Right] (if not in Area F)
BIOL 1110 Biological Diversity
[Right] (if not in Area F)
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
[Right] (if not in Area F)
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] (if not in Area F)
UTCH 2001 Inquiry Approaches to Teaching
UTCH 2002 Inquiry Based Lesson Design

Electives: 1-6 Hours

Total: 120 Hours

1 See Subtopic Biology Courses below.

Subtopic Biology Courses

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A

Courses that meet the Requirement

Sub-Discipline

Organismal Requirement

BIOL 3221 Taxonomy of Flowering Plants
and Ferns
BIOL 3223 Vascular Plants
BIOL 3226 Natural History of Vertebrates
BIOL 3231 Comparative Vertebrate Anatomy
BIOL 3232 Vertebrate Evolution
BIOL 4241 Entomology
BIOL 4242 Invertebrate Zoology
BIOL 4245 Ichthyology
BIOL 4441 Animal Behavior

Prokaryotic Requirement

BIOL 3310 Microbiology

Ecological/Evolutionary Requirement

BIOL 3135 Ecology
BIOL 3242 Evolution

Physiological Requirement

BIOL 3513 Human Physiology
BIOL 4539 Comparative Physiology

Cell and Molecular Requirement

BIOL 3134 Cell and Molecular Biology

Clinical Requirement

BIOL 3621 Genetics and Medical Genetics

BIOL 3526 Vertebrate Histology

BIOL 4315 Bacterial Genetics

BIOL 4325 Advanced Medical Microbiology

BIOL 4727 Essentials of Immunology

BIOL 4728 Bacterial Pathogenesis

BIOL 4730 Emerging Pathogens

BIOL 4731 Introduction to Toxicology

BIOL 4732 Biology of Aging

BIOL 4734 Neuroscience

Chemical Requirement

BIOL 4503 Biological Perspectives:
Biochemistry

CHEM 3422 Organic Chemistry II

CHEM 3422L Organic Chemistry II
Laboratory

CHEM 3310K Analytical Chemistry

CHEM 4711 Biochemistry

Note:

* Lab not required for Secondary Education Track

Course Pre-requisite Information

Note 1:

Unless otherwise noted in the course description, the prerequisites for all
upper division courses are equivalent to either of the following two
combinations of courses including the minimum grade designations.

Combination A is:

BIOL 2107 Principles of Biology I for Biology
Majors

BIOL 2107L Principles of Biology I Lab for
Biology Majors

**BIOL 2108 Principles of Biology II for
Biology Majors**

**BIOL 2108L Principles of Biology II Lab for
Biology Majors**

**CHEM 1211K Principles of Chemistry I and
Lab**

**CHEM 1212K Principles of Chemistry II and
Lab**

**[After] A minimum grade of C is required for every
BIOL course of Combination A.**

Combination B is:

BIOL 1107 Principles of Biology I

**BIOL 1107L Principles of Biology I
Laboratory**

BIOL 1108 Principles of Biology II

**BIOL 1108L Principles of Biology II
Laboratory**

**CHEM 1211K Principles of Chemistry I and
Lab**

**CHEM 1212K Principles of Chemistry II and
Lab**

**[After] The minimum aggregate GPA for
Combination B is 2.5.**

Note 2:

**Biology Majors should complete Combination A unless transferring the
equivalent of BIOL 1107 or BIOL 1108 from another major or from another
institution.**

Justification and Assessment

Rationale* The College of Ed phased out UTEACH courses in order to focus on 4+1 MAT programs.
In this model, students complete a BS degree within a discipline followed by a Master
of Arts in Teaching. This change is beneficial to students in that it will make them more
competitive and increase their potential salary. The 4+1MAT program is currently in
construction and will be submitted to begin in fall 2022.

SACSCOC Substantive Change

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

<u>REQUIRED ATTACHMENTS</u>

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Administrative Use Only - DO NOT EDIT

Program ID

Teach out Plan

Students will no longer be admitted into the program beginning Fall 2021. The biology program is currently constructing a Bachelor of Science in Biology track that will be available to incoming students who wish to focus on education (anticipated Fall 2022). Students were notified of the decision to close the Secondary Education concentration through advising sessions.

There are currently seven students enrolled in the program with more than 60 credit hours, thus requiring a teach-out. Three of the students have largely completed the courses that will no longer be available and are anticipated to graduate either winter or spring 2021. The other four students require multiple courses that are no longer offered (UTCH 2001, 2002, 3001, 3002, 3003, 3004, 4000). These courses can be accommodated via class substitutions or independent studies. All of the required biology and associated science classes are still available. However, given the large number of required courses no longer being offered as full classes, the student will also be given the option to transition to a different track that will suit their interests in Education and will align with the new program being developed. Any students in the program with under 60 hours will be contacted directly and advised regarding their options regarding an education track within biology.

There are no additional charges/expenses to students to complete this teach out plan. In addition, there is no adverse impacts to faculty or staff by the deactivation of this program.

Chemistry, Non-ACS Track - Secondary Education Option, B.S.

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Desired Effective Year - Please update* `2021`

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Department of Natural Sciences

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Is this a College of Education Program? * ○ Yes ● No

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

Program Information

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Type of Program * ● Program
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Program Name * Chemistry, Non-ACS Track - Secondary Education Option, B.S.

Program Type * Bachelor

Degree Type * Bachelor of Science

Program Location * Carrollton

Program Description * The chemistry program has developed a focused track for persons who wish to pursue teaching at the secondary level.

The secondary education track is a restrictive degree program that ensures future teachers meet all state and national content standards for science.

Status * ● Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Bachelor of Science with a major in Chemistry (Non-ACS Tracks)

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching. Upon completion of the following degree tracks the student will have acquired: competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry; the ability to carry out experimental protocols and analyze and interpret data; the ability to communicate effectively in both oral and written presentations; proficiency in the use of appropriate computer applications and information technology as applied to chemistry; adequate preparation to compete successfully in a science-related career or entering professional school; an understanding of the impact of chemistry in a global/societal context.

Requirement

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

Core Curriculum

Core Area A must include:

MATH 1113 Precalculus
[Right] (or)
MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F)

Core Area D must include:

MATH 1634 Calculus I

[Right] * (*1 hr moved to Area F) unless completed in Area A, and

[After] (and)

PHYS 1111 Introductory Physics I

[Right] (and)

PHYS 1111L Introductory Physics I Laboratory

[After] (or)

PHYS 1112 Introductory Physics II

[Right] (and)

PHYS 1112L Introductory Physics II Laboratory

[After] (and)

PHYS 2211 Principles of Physics I

[Right] (and)

PHYS 2211L Principles of Physics I Laboratory

[After] (or)

PHYS 2212 Principles of Physics II

[Right] (and)

PHYS 2212L Principles of Physics II Laboratory

Core Area F: Courses specific to the major: 17-18 Hours

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab

[Before](and)

MATH 2644 Calculus II

[Right] (or)

MATH 1401 Elementary Statistics

[After] (and)

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory

[After] MATH credit from Area A and D 2

Requirements for the Major: 27 Hours

Courses from the major:

CHEM 2130 Sophomore Chemistry Seminar
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II

Laboratory
CHEM 3310K Analytical Chemistry

[Before](and)
CHEM 3510 Survey of Physical Chemistry
[Right] (or)
CHEM 3521 Quantum Chemistry
[Right] (or)
CHEM 3522 Chemical Thermodynamics
[Right] (or)
CHEM 3523 Structure, Bonding and Reactivity
[After] (and)
CHEM 4610 Inorganic Chemistry
CHEM 4711 Biochemistry
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] CHEM electives (3000 or above) 6 **

Supporting Courses: 14 Hours

CHEM 3825 Research Methods
BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
STEM 3815 Perspectives on Science and Mathematics

Professional Education Concentration: 23 Hours

UTCH 2001 Inquiry Approaches to Teaching
UTCH 2002 Inquiry Based Lesson Design
UTCH 3001 Knowing and Learning in Mathematics and Science Education
UTCH 3002 Classroom Interactions
UTCH 3003 Project Based Instruction
UTCH 3004 Inclusive Secondary Mathematics and Science Classrooms
UTCH 4000 Apprentice Teaching

Total: 121-122 Hours

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 3 hours of research is allowed in the degree

program. Must complete 6 hours of 3000/4000level DSW courses where at least one is a chemistry course. It is required to be a chemistry workshop leader,

supplemental instructor, tutor or laboratory assistant for one semester. ** The following courses are not allowed as Chemistry electives:

CHEM 3130 Modern Forensic Science
CHEM 3140 Drugs and Drug Abuse
CHEM 4083 Faculty Directed Research

Justification and Assessment

Rationale* The College of Ed phased out UTEACH courses in order to focus on 4+1 MAT programs. In this model, students complete a BS degree within a discipline followed by a Master of Arts in Teaching. This change is beneficial to students in that it will make them more competitive and increase their potential salary. The 4+1MAT program is currently in construction and will be submitted to begin in fall 2022.

SACSCOC Substantive Change

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REQUIRED ATTACHMENTS

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Administrative Use Only - DO NOT EDIT

Program ID

Chemistry, Non-ACS Track- Secondary Education Option, B.S.

Teach out Plan

Students will no longer be admitted into the program beginning Fall 2021. The chemistry program is currently constructing a Bachelor of Science in chemistry track that will be available to incoming students who wish to focus on Education (anticipated Fall 2022). Students were notified of the decision to close the Chemistry, Non-ACS Track- Secondary Education concentration through advising sessions.

There are currently no students enrolled in the program with more than 60 credit hours, thus no teach-out of this program is required. Any students in the program with under 60 hours will be contacted directly and advised regarding their options regarding an education track within chemistry.

There are no additional charges/expenses to students to complete this teach out plan. In addition, there is no adverse impacts to faculty or staff by the deactivation of this program.

Geology, Earth Science Secondary Education Concentration, B.S.

2022-2023 Undergraduate Delete Program Request

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Desired Effective Semester - Please update* | Fall

Desired Effective Year - Please update* | 2021

What would you like to do?*
- ⦿ Deactivate Existing Program
- ◯ Terminate Existing Program

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School/ Department * Department of Natural Sciences

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

Is this a College of Education Program? ○ Yes ● No *

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

Program Information

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Type of Program* ● Program
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Program Name* Geology, Earth Science Secondary Education Concentration, B.S.

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Location* Carrollton

Program Description* The geology program has developed a focused track for persons who wish to pursue teaching at the secondary level.

The secondary education track is a restrictive degree program that ensures future teachers meet all state and national content standards for science.

Status* ● Active-Visible ○ Inactive-Hidden

Requirement

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

Core Curriculum Area A must include MATH 1113 Area D must choose Option II

GEOG 1112 Weather and Climate

GEOG 1112L Weather and Climate Laboratory

GEOG 1113 Landform Geography

GEOG 1113L Landform Geography Laboratory

[Right] recommended

Area F: 18 Hours

GEOL 1121 Introductory Geosciences I: Physical Geology

GEOL 1121L Physical Geology Laboratory

GEOL 1122 Introductory Geosciences II: Historical Geology

GEOL 1122L Historical Geology Laboratory

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

Choose one from:

BIOL 1107 Principles of Biology I

[Right] (and)

BIOL 1107L Principles of Biology I Laboratory

[After]

CHEM 1212 Principles of Chemistry II

[Right] (and)

CHEM 1212L Principles of Chemistry II Lab

[After]

MATH 1634 Calculus I

MATH 2644 Calculus II

[Before]

PHYS 1111 Introductory Physics I

PHYS 1111 Introductory Physics I
[Right] (and)

PHYS 1111L Introductory Physics I
Laboratory
[After]
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[Right] (and)
PHYS 1112L Introductory Physics II
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[After]
PHYS 2211 Principles of Physics I
[Right] (and)
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[After]
PHYS 2212 Principles of Physics II
[Right] (and)
PHYS 2212L Principles of Physics II
Laboratory

Required Courses, College of Education: 23 Hours

UTCH 2001 Inquiry Approaches to Teaching
UTCH 2002 Inquiry Based Lesson Design
UTCH 3001 Knowing and Learning in
Mathematics and Science Education
UTCH 3002 Classroom Interactions
UTCH 3003 Project Based Instruction
UTCH 3004 Inclusive Secondary
Mathematics and Science Classrooms
UTCH 4000 Apprentice Teaching

Required Lower Division Courses: 9-13 Hours

GEOL 2503 Introduction to Oceanography
[Before](and)
GEOL 2002 Applied Computing for
Geosciences
[Right] (or)
GEOG 2553 Introduction to GIS and Mapping
Sciences
[After] (and)
ASTR 2313 Astronomy
ASTR 2313L Astronomy Laboratory
MATH 1401 Elementary Statistics
[Right] (if not in core)

Required Upper Division Courses: 19-20 Hours

GEOL 3004 Field Geology and Geologic Mapping
[Right] (or)
GEOL 3014 Mineralogy and Crystallography
[After] (and)
GEOL 4003 Geomorphology
[Right] (or)
GEOL 4083 Environmental Geochemistry
[After] (and)
GEOL 4024 Paleontology
[Right] (or)
GEOL 4103 Dinosaurs!
[After] (and)
GEOL 4203 Geology of Georgia
[Right] (or)
GEOL 3603 Environmental Geology
[After] (and)
GEOL 3825 Research Methods
STEM 3815 Perspectives on Science and Mathematics

Electives chosen from the following: 5-9 Hours

GEOL 2002 Applied Computing for Geosciences
GEOL 2553 Geology of the National Parks
[After] any GEOL course 3000 or higher
GEOG 2202 Environmental Science
GEOG 2553 Introduction to GIS and Mapping Sciences
GEOG 3405 Geographies of Sustainability
GEOG 3713 Meteorology
GEOG 3800 Biogeography
GEOG 4103 Soil Science

Note:

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

Justification and Assessment

Rationale* The College of Ed phased out UTEACH courses in order to focus on 4+1 MAT programs. In this model, students complete a BS degree within a discipline followed by a Master of Arts in Teaching. This change is beneficial to students in that it will make them more competitive and increase their potential salary. The 4+1MAT program is currently in construction and will be submitted to begin in fall 2022.

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Program ID

Geology, Earth Science Secondary Education Concentration, B.S.

Teach out Plan

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There are currently two students enrolled in the program with more than 60 credit hours, thus requiring a teach-out. The first student has completed the courses that will no longer be available and is anticipated to graduate winter 2021. The other student requires five courses that are no longer offered (UTCH 2002, 3001, 3002, 3003, 4000). These courses can be accommodated via class substitutions or independent studies. All of the required geology and associated science classes are still available. However, given the large number of required courses no longer being offered as full classes, the student will also be given the option to transition to a different track that will suit their interests in Earth Science Education and will align with the new program being developed. Any students in the program with under 60 hours will be contacted directly and advised regarding their options regarding an education track within geology.

There are no additional charges/expenses to students to complete this teach out plan. In addition, there is no adverse impacts to faculty or staff by the deactivation of this program.

Physics, Plan D - Physics with a Concentration in Education, B.S.

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

DO NOT edit the <u>imported</u> information below.

Program Name * Physics, Plan D - Physics with a Concentration in Education, B.S.

Program Type *

Bachelor

Degree Type *

Bachelor of Science

Program Location *

Carrollton

Program Description * The physics program has developed a focused track for persons who wish to pursue teaching at the secondary level.

The secondary education track is a restrictive degree program that ensures future teachers meet all state and national content standards for science.

Status * ● Active-Visible ○ Inactive-Hidden

Requirement

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

Core Curriculum Students must select

MATH 1113 Precalculus
[Right] in Area A and
MATH 1634 Calculus I
[Right] in area D.
[Before]It is recommended that students select
XIDS 2001 What do you really know about: xxx (Special Topics)
[Right] The Physical Universe, in area B and
CHEM 1211 Principles of Chemistry I
CHEM 1211K Principles of Chemistry I and Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] in area D

Core Area F: 18 Hours

MATH 1113 Precalculus
[Right] (1 of 4)
MATH 1634 Calculus I
[Right] (1 of 4)
MATH 2644 Calculus II
MATH 2654 Calculus III
PHYS 2211 Principles of Physics I
PHYS 2211L Principles of Physics I Laboratory
PHYS 2212 Principles of Physics II
PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 67 Hours

PHYS 3213 Thermodynamics
PHYS 3825 Research Methods

PHYS 3503 Modern Physics

STEM 3815 Perspectives on Science and Mathematics

Fifteen hours selected from:

ASTR 3033 Topics in Astronomy

MATH 3303 Ordinary Differential Equations

MATH 3805 Functions & Modeling

PHYS 3003 History and Philosophy of Science

PHYS 3013 Basic Electronics

PHYS 3113 Mechanics

PHYS 3313 Electricity and Magnetism

PHYS 3413 Optics

PHYS 3511 Experimental Physics I

PHYS 3521 Experimental Physics II

PHYS 3703 Physics, Energy, and the Environment

PHYS 4203 Advanced General Physics for Teachers

PHYS 4323 Nuclear Physics

PHYS 4333 Quantum Mechanics

PHYS 4413 Introduction to Solid State Physics

PHYS 4513 Mathematical Physics

PHYS 4523 Computational Physics

PHYS 4683 Physics Research

PHYS 4984 Physics Seminar

Note that nine hours must be selected from:

(If not taken in Area D)

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

One hour of The Physical Universe

(If not taken in Area B)

XIDS 2001 What do you really know about: xxx (Special Topics)

Certification Courses:

UTCH 2001 Inquiry Approaches to Teaching

UTCH 2002 Inquiry Based Lesson Design

UTCH 3001 Knowing and Learning in Mathematics and Science Education

UTCH 3002 Classroom Interactions

UTCH 3003 Project Based Instruction

UTCH 3004 Inclusive Secondary Mathematics and Science Classrooms

UTCH 4000 Apprentice Teaching

Electives: 10 Hours

Total Plan D: 120

1 Minimum 2.7 GPA required for enrollment 3 Field experiences are required.

Justification and Assessment

Rationale* The College of Ed phased out UTEACH courses in order to focus on 4+1 MAT programs. In this model, students complete a BS degree within a discipline followed by a Master of Arts in Teaching. This change is beneficial to students in that it will make them more competitive and increase their potential salary. The 4+1MAT program is currently in construction and will be submitted to begin in fall 2022.

SACSCOC Substantive Change

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

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan* ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Physics, Plan D – Physics with a concentration in Education, B.S.

Teach out Plan

Students will no longer be admitted into the program beginning Fall 2021. The physics program is currently constructing a Bachelor of Science in Physics track that will be available to incoming students who wish to focus on Education (anticipated Fall 2022). Students were notified of the decision to close the Physics, Plan D – Physics with a concentration in Education through advising sessions.

There is currently one student enrolled in the program with more than 60 credit hours, thus requiring a teach-out. The student requires seven courses that are no longer offered (UTCH 2001, 2002, 3001, 3002, 3003, 3004, 4000). These courses can be accommodated via class substitutions or independent studies. All of the required physics and associated science classes are still available. However, given the large number of required courses no longer being offered as full classes, the student will also be given the option to transition to a different track that will suit their interests in physics education and will align with the new program being developed. Any students in the program with under 60 hours will be contacted directly and advised regarding their options regarding an education track within physics.

There are no additional charges/expenses to students to complete this teach out plan. In addition, there is no adverse impacts to faculty or staff by the deactivation of this program.

Sociology, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit <u>here</u>.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> **for more information.**

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education Program?*	○ Yes ● No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	● Program ○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*	Sociology, B.S.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description* Learning Outcomes
Students completing the B.S. degree with a major in Sociology should:

Communicate in writing how sociology contributes to an understanding of social reality

Demonstrate an understanding of sociological theories

Demonstrate an understanding of methodological approaches within sociology

Demonstrate an understanding of basic concepts, perspectives, and their interpretive applications

Demonstrate an understanding of the diversity in society

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton Online

Curriculum Information

Prospective Curriculum *

Requirement

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

Core Curriculum

Core Area F: 18 Hours

SOCI 1101 Introductory Sociology

Foundations of Social Sciences: 3-12 Hours

1000 or 2000 level courses from the following Disciplines: ANTH, CRIM, ENGL, FORL, GEOG, Global Studies, HIST, COMM, PHIL, POLS, PSYC, or SOCI

Foundations of Technical Skills: 3-12 Hours

1000 or 2000 level courses from the following Disciplines: ACCT, CISM, CS, ECON, MATH, MEDT, or XIDS 2201/2202

Major Courses: 60 Hours

A: 12 Hours

SOCI 4000 Research Methodology
SOCI 4003 Applied Statistics for Sociology
[After] (and)
SOCI 4053 Sociological Theory
SOCI 4984 Capstone: Senior Seminar

B. Diversity Course: 3 Hours

one of the following:

SOCI 3543 Sociology of Religion
SOCI 3623 Social Inequality
SOCI 3943 American Class System
SOCI 3954 Sociology of Aging
SOCI 4323 Sociology of Race
SOCI 3603 Sociology of Gender
SOCI 4543 Deviant and Alternative Behavior
[After] These required classes (A and B above)
         must be passed with a grade of C or better.

C. Upper Division Courses: 21 Hours

SOCI courses at 3000 or 4000 level

D. Supporting Courses (or Minor): 15-18

Non-SOCI courses at 3000 or 4000 level

E. General Electives: 6-9 Hours

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major. No more than six hours of internship may be applied toward the major.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*	Sociology faculty would like to change the required courses for the major. Years ago, we required a Capstone option for graduating seniors (they could choose from Senior Seminar, Senior Thesis, or Capstone: Internship). After long deliberation, the faculty removed the capstone option and, to keep the robustness of the program, added SOCI 3001 Communicating Sociology. The latter course provided new Sociology majors assistance with writing reports associated with collected data (much like they might experience in their later upper division SOCI courses and/or in their career). However, in recent years, we decided that this change—particularly adding a specific required course about writing—was actually not necessary, as faculty require students to learn writing skills in all of our upper division courses. Additionally, we began to realize just how important a capstone experience is to our students and how helpful it can be for deciphering whether our graduates have met our learning outcomes. That is, the American Sociological Association recommends a capstone experience within the sociology major, without which students may leave the program dissatisfied and without closure with regard to what they learned. Further, the UWG LEAP initiative highly recommends the implementation of an integrative capstone experience for majors.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	

SACSCOC Substantive Change

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

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

SACSCOC Comments	

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

Sociology BS Program Maps for Face-to Face Students

Program Map – BS Sociology				
YEAR 1				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
ENGL 1101	3		ENGL 1102	3
POLS 1101	3		Area B1	3
SOCI 1101	3		Area D (Plus+lab)	4
Area C1 (Fine Arts)	3		Area C2 (Humanities)	3
MATH 1001	3		Area E1 or E2	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16

Program Map – BS Sociology				
YEAR 2				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Area E1 or E2	3		Core F	3
Area B2	3		Core F	3
Area D (Non- Lab)	3		Core F	3
Area E4 (Social Science)	3		Core F	3
Core F	3		Area D2	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

Sociology BS Program Maps for Face-to Face Students

<table>
<tr><td colspan="4" align="center">Program Map – BS Sociology</td></tr>
<tr><td colspan="4" align="center">YEAR 3</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>SOCI 4053 Sociological Theory</td><td>3</td><td>SOCI 4000 Research Methodology</td><td>3</td></tr>
<tr><td>2 upper division SOCI elective</td><td>6</td><td>SOCI 4003 Applied Statistics</td><td>3</td></tr>
<tr><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td><td>1 upper division SOCI elective</td><td>3</td></tr>
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<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>Completes Sociology Area A. Prerequisites for SOCI 4015 Analyzing and Visualizing Data have been met.</td><td></td></tr>
</table>

<table>
<tr><td colspan="4" align="center">Program Map – BS Sociology</td></tr>
<tr><td colspan="4" align="center">YEAR 4</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>Diversity requirement if not already met. (SOCI 3543, 3603, 3623, 3943, 4323 or 4543)</td><td>3</td><td>2 upper division SOCI electives</td><td>6</td></tr>
<tr><td>2 upper division SOCI electives</td><td>6</td><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td></tr>
<tr><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td><td>SOCI 4984 Capstone Senior Seminar</td><td>3</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Completes Sociology Area B Prerequisites for SOCI 4386 Internship have been met.</td><td></td><td>Completes Sociology Areas C, D, and E</td><td></td></tr>
</table>

Sociology BS Program Maps for Online Students

Program Map – BS Sociology			
YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	Area B1	3
SOCI 1101	3	Area D (Plus+lab)	4
Area C1 (Fine Arts)	3	Area C2 (Humanities)	3
MATH 1001	3	Area E1 or E2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS Sociology			
YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area E1 or E2	3	Core F	3
Area B2	3	Core F	3
Area D (Non- Lab)	3	Core F	3
Area E4 (Social Science)	3	Core F	3
Core F	3	Area D2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Sociology BS Program Maps for Online Students

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<tr><td>SOCI 4003 Applied Statistics</td><td>3</td><td>Diversity requirement (SOCI 3543, 3603, 3623, 3943, 4323 or 4543)</td><td>3</td></tr>
<tr><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td><td>1 upper division SOCI elective</td><td>3</td></tr>
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<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Prerequisite for SOCI 4015 Analyzing and Visualizing Data has been met</td><td colspan="2">Completes Sociology Areas A and B</td></tr>
</table>

<table>
<tr><td colspan="4" align="center">Program Map – BS Sociology</td></tr>
<tr><td colspan="4" align="center">YEAR 4</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>3 upper division SOCI electives</td><td>9</td><td>2 upper division SOCI electives</td><td>6</td></tr>
<tr><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td><td>6 hours of supporting classes, minor classes or electives as needed.</td><td>6</td></tr>
<tr><td></td><td></td><td>SOCI 4984 Capstone Senior Seminar</td><td>3</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Prerequisites SOCI 4386 Internship have been met.</td><td colspan="2">Completes Sociology Areas C, D, and E</td></tr>
</table>

Assessment Plan for BS S[...]

Department of Anthropo[...]

Student Learning Outcome
Communicate in writing how sociology contributes to an understanding of social reality
Demonstrate an understanding of sociological theories
Understand basic concepts, perspectives, and their interpretive applications.

Demonstrate an understanding of methodological approaches within sociology
Demonstrate an understanding of the diversity in society

Measure/Method
This learning outcome will be assessed using the same assignment in the same course each semester of each AY. Specifically, each semester, students in our required SOCI 4984 Capstone Senior Seminar course (in which written communication is high priority) will complete a written course project intended to provoke their sociological imagination and apply it to their own life and future. SOCI 3001 is a required course typically enrolled by recent additions to the major. This assignment asks our majors to reflect on their decisions to major in sociology, envision the different paths they may take in pursuing their degree, and pull together the various things they have learned and/or are currently learning in their sociology courses. While writing this paper, students apply *read* instructional information, practice the disciplinary conventions of sociology, and practice condensing information and citing appropriate sources. Students also work on clear and concise writing by submitting advanced drafts of the paper and incorporating feedback from the instructor over time. The instructor scores each student's project on a 5-point rubric, with 5 representing Excellence, 4 being Above Average, 3 being Average, 2 indicating Below Average, and 1 representing unacceptable performance. There are 3 areas on which the student is graded (the three criteria for LO 1): Clear Writing, Appropriate Use of Sources, and Mastery of Disciplinary Conventions. Scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the total percentage of students achieving the success criterion each AY.
This learning outcome is assessed using the same assignment in the same course each semester of each AY. Specifically, each semester, students in our required SOCI 4053 Sociological Theory course complete a 5-7 page paper (1000-1250 words) in which they are asked to critically evaluate a work of a scholar they read and thoroughly discussed in class. Papers must be well-organized, clearly articulate an argument, adequately engage the readings, and provide strong evidence to back up conclusions. Students must demonstrate a clear grasp of the subject matter and adequately define and explain the positions taken in their analyses. The instructor scores each student's project on a 5-point rubric, with 5 representing Excellence, 4 being Above Average, 3 being Average, 2 indicating Below Average, and 1 representing unacceptable performance. There are 3 areas on which the student is graded (the three criteria for LO 2: understanding of theoretical concepts and terminology, theoretical assumptions, and social reality. Scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the total percentage of students achieving the success criterion each AY.
the Program of Sociology will assesses student learning in every section of SOCI 1101 and 1160 each fall and spring semester. The assessment instrument in every section is a set of 12 multiple choice questions, and scores on the assessment range from 0-12. The questions are designed to assess the following fundamental concepts as determined by the program: Culture, Social Structure, Human Development, and Inequality. There are three questions for each of these areas. Instructors scores each student's assessment on a 4-point rubric, with 4 representing Exemplary, 3 being Proficient, 2 being Developing, 1 indicating Unsatisfactory. Scores for each area are averaged so that we can determine which of the four areas (mentioned above) students are excelling at and which students need more development in. Scores are also averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the total percentage of students achieving the success criterion each AY. Instructors have the freedom to administer this assessment in whatever manner they choose, but the assessment must be administered at a point in the semester as to assess a summative measure of the course (typically toward the end). After giving this assessment to their students, each instructor is responsible for delivering the assessment scores to department leadership for reporting purposes.

This learning outcome is assessed using the same assignment in the same course each semester of each AY. Specifically, each semester, students in our required SOCI 4000 Research Methodology course complete a project in which they choose a recent issue from a major social science journal (examples of these journals are given to students). After reading the abstracts of each article in the issue, students identify the basic approach (experiment, survey, field research/in-depth interviews, qualitative or quantitative research, or analysis of existing data) that is used in each study, and discuss the basic approach being used thoroughly. Then, students choose an article from the issue and discuss the theory used, hypotheses proposed, empirical results, and then propose additional hypotheses of their own. Finally, students assess any ethical issues they perceive from the study. The instructor scores each student's project on a 5-point rubric, with 5 representing Excellence, 4 being Above Average, 3 being Average, 2 indicating Below Average, and 1 representing unacceptable performance. There are 4 areas on which the student is graded (the four criteria for LO 4: understanding and comparing sociological research methods, understanding proper sociological research design, understanding how sociologists analyze data and document results, and understanding research ethics as used in sociology). Scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the total percentage of students achieving the success criterion each AY.

This learning outcome is assessed each semester using an assignment in one of our required diversity courses (options are: SOC 3543 Soc Of Religion, 3623 Social Inequality, 3943 American Class Systems, 4323 Soc Of Race, 3603 Gender, 4543 Deviant & Alterative Behavior). Students complete an assignment in which they demonstrate an understanding of the ways in which race, ethnicity, and gender are socially constructed (which of these is discussed depends on the topic of the course), analyze the significance of variations in the U.S. population by race, class, ethnicity, gender, age, sexual orientation, and disability (again, which of these is discussed depends on the topic of the course), and analyze how hierarchies of difference and power are created, maintained, and perpetuated in society. Typically, students are required to use an example or case-study to illustrate their competencies in these areas. The instructor scores each student's project on a 5-point rubric, with 5 representing Excellence, 4 being Above Average, 3 being Average, 2 indicating Below Average, and 1 representing unacceptable performance. There are 3 areas on which the student is graded (the three criteria for LO 5: social constructed categories, domestic diversity, and power). Scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the total percentage of students achieving the success criterion each AY.

Success Criterion
Rubric score of 3 or higher.
Rubric score of 3 or higher.
Rubric score of 2.5 or higher.

Rubric score of 3 or higher.

Rubric score of 3 or higher.

CURRICULUM MAPPING TEMPLATE

		#	COURSES	SLO 1 — Communicate in writing how sociology contributes to an understanding of social reality	SLO 2 — Demonstrate an understanding of sociological theories	SLO3 — Understand basic concepts, perspectives, and their interpretive applications.	SLO 4 — Demonstrate an understanding of methodological approaches within sociology	SLO 5 — Demonstrate an understanding of the diversity in society
DEPARTMENT:	ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY							
PROGRAM:	BS Sociology							
		1	SOCI 1101		I	I(A)	I	I
		2	SOCI 1160		I	I(A)		I
		3	SOCI 2203					I
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	SOCI 3001	I				
		5	SOCI 3100					
		6	SOCI 3134					R
		7	SOCI 3273					R
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	SOCI 3283					R
		9	SOCI 3293					
		10	SOCI 3543					R
		11	SOCI 3603					R
		12	SOCI 3623					R
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	SOCI 3733					
		14	SOCI 3742					
		15	SOCI 3743					
		16	SOCI 3804					
		17	SOCI 3943					
		18	SOCI 3954					
		19	SOCI 3983					
		20	SOCI 4000				R(A)	
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		21	SOCI 4003					
		22	SOCI 4053		R (A)			
		23	SOCI 4015	R		R	R	
		24	SOCI 4100	R		R		
		25	SOCI 4103	R		R		
		26	SOCI 4153	R		R		
		27	SOCI 4182					
		28	SOCI 4203	R		R		
		29	SOCI 4300	R		R		
		30	SOCI 4323	R		R		R (A)
		31	SOCI 4325	R		R		
		32	SOCI 4333	R		R		
		33	SOCI 4373	R		R	R	
		34	SOCI 4386					
		35	SOCI 4439	R		R		R
		36	SOCI 4440	R		R		
		37	SOCI 4441	R		R		
		38	SOCI 4445	R		R		
		39	SOCI 4523	R		R		R
		40	SOCI 4543	R		R		
		41	SOCI 4613	R		R	R	
		42	SOCI 4623	R		R		
		43	SOCI 4693					
		44	SOCI 4700	R		R		
		45	SOCI 4734	R		R		
		46	SOCI 4803	R		R		
		47	SOCI 4915					
		48	SOCI 4916					
		49	SOCI 4981					
		50	SOCI 4982					
		51	SOCI 4983					

University of West Georgia Office of Institutional Effectiveness and Assessment

| 52 | SOCI 4984 | M (A) | M | M | M | M |

Health and Community Wellness, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department*
> College of Education
>
> Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education Program? ⦿ Yes ○ No
*

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ⦿ Program ○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*	Health and Community Wellness, B.S.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description*

The Bachelor of Science (B.S.) with a major in Health and Community Wellness prepares candidates to work in health and wellness settings. The mission of the health and community wellness program is to provide high-quality professionals for employment in worksites such as fitness centers, hospitals, corporations, schools, and many other settings around the nation. Through program courses and service-learning experience, candidates are prepared to help people, organizations, and communities change lifestyle behaviors with the goal of moving toward a state of improved health, resulting in decreases of chronic disease and health care costs.

There are four professional tracks in Health and Community Wellness: athletic training, dietetics, occupational therapy, and physical therapy. Each track serves as a pathway, preparing students for future careers in these fields. Students who are interested in one of these careers may select the appropriate professional track.

Students on the General B.S. in Health and Community Wellness track, have the option of taking 15 credit hours of electives or choosing to minor in one of several fields including Biology, Business Administration, Environmental Studies, Management, Marketing, Mass Communication, Nutrition Promotion, and Education, Psychology, Sociology, Sport Management, and other approved minors.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

B.S. in Health and Community Wellness, General

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

Core Curriculum

Core Area F: 18 Hours (a)

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

PSYC 1101 Introduction to General Psychology

MATH 1401 Elementary Statistics

CMWL 2200 Social Determinants of Health and Wellness

PHED 2605 Functional Anatomy

Professional Classes for the Degree: 42 Hours Required (a)

CMWL 3100 Lifespan Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

PHED 4501 Contemporary Health Issues

PHED 4603 Advanced Concepts of Personal Training

CMWL 4103 Applied Research Methods in Health and Community Wellness

CMWL 3210 Principles of Nutrition

CMWL 3401 Technology in Health and Community Wellness

CMWL 3110 Program Evaluation in
Community Settings

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

Professional Elective for the Degree: 3 Hours Required (a)

Select one of the following courses:

CMWL 3304 Sexual Health & Wellness

CMWL 3240 Current Issues and Trends in
Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

CMWL 3230 Exercise Leadership

Electives Recommended: 15 Hours (a)

(Electives are for an approved minor or special topics courses. All electives
must be at the 3000 level or above. The academic advisor must approve any
2000 level courses)

Total: 120 Hours

Minimum 2.0 GPA required for graduation (a) Courses must be completed with
a grade of C or better.

B.S. in Health and Community Wellness, Athletic Training Track (a)

Core Areas A, B, C, D, & E: 43 Hours

Athletic Training Professional Track Core Curriculum. Specific course
requirements in these areas for this track include MATH 1111 for Area A; BIOL
1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D;
and PSYC 1101 for Area E.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

CMWL 2200 Social Determinants of Health and Wellness

PHYS 1111 Introductory Physics I

CHEM 1211 Principles of Chemistry I

MATH 1401 Elementary Statistics

Professional Classes for the Degree: 45 Hours Required

CMWL 3100 Lifespan Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3210 Principles of Nutrition

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

CMWL 3110 Program Evaluation in Community Settings

CMWL 3300 Medical Terminology

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 14 Hours

All courses are required to satisfy this professional track.

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

II

BIOL 2022L Human Anatomy and Physiology II Laboratory

CHEM 1211L Principles of Chemistry I Lab

PHYS 1111L Introductory Physics I Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track, and ending coursework must be at a 3.0 GPA to apply to a Master's Athletic Training program.

B.S. in Health and Community Wellness, Dietetics Track (a)

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

Dietetics Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; CS 1000 for Area B; CHEM 1211 and CHEM1211L, CHEM 1212 and 1212L, and MATH 1112 for Area D.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

CHEM 2455L Principles of Organic Chemistry Lab

MATH 1401 Elementary Statistics

Professional Classes for the Degree: 42 Hours Required

CMWL 2200 Social Determinants of Health and Wellness

CMWL 3100 Lifespan Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

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

CMWL 3110 Program Evaluation in Community Settings

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Professional Elective for the Degree: 3 Hours Required

Select one of the following courses:

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

Required Electives: 15 Hours

For this professional track, these courses are required to earn a Minor in Nutrition Promotion and Education.

CMWL 3210 Principles of Nutrition

CHEM 2455 Principles of Organic Chemistry

NUTR 3100 Lifecycle Nutrition and Disease Management

[After] Select two of the following courses:

HIST 4580 American Foodways

NUTR 3200 Sports Nutrition

NUTR 4100 Nutrition Education and Counseling Strategies

NUTR 4300 Cultural Aspects of Food and Nutrition

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Dietetics program.

B.S. in Health and Community Wellness, Occupational Therapy Track (a)

Core Areas A, B, C, D, & E: 43 Hours

Occupational Therapy Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D; and SOCI 1101 for Area E.

Core Area F: 18 Hours

PHED 2000 App Con of Fitness & Wellness
CMWL 2100 Intro to Health and Community Wellness
CMWL 2200 Social Determinants of Health and Wellness
MATH 1401 Elementary Statistics
PHYS 1111 Introductory Physics I
PHYS 1111L Introductory Physics I Laboratory
PSYC 1101 Introduction to General Psychology

Professional Classes for the Degree: 45 Hours Required

PHED 2628 First Aid and CPR for Education Majors
PSYC 3010 Human Growth and Development
CMWL 3101 Mental and Emotional Wellness
CMWL 3102 Psychology of Health and

CMWL 3302 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3210 Principles of Nutrition

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

CMWL 3110 Program Evaluation in Community Settings

CMWL 3300 Medical Terminology

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 12 Hours

All courses are required to satisfy this professional track.

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Occupational Therapy program.

B.S. in Health and Community Wellness, Physical Therapy Track (a)

Core Areas A, B,C, D, & E: 43 Hours

Physical Therapy Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D; and PSYC 1101 for Area E.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

CMWL 2100 Intro to Health and Community Wellness

CMWL 2200 Social Determinants of Health and Wellness

CHEM 1211 Principles of Chemistry I

CHEM 1212 Principles of Chemistry II

BIOL 2021 Human Anatomy and Physiology I

MATH 1401 Elementary Statistics

Professional Classes for the Degree: 44 Hours Required

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3210 Principles of Nutrition

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

CMWL 3110 Program Evaluation in Community Settings

PSYC 3150 Abnormal Psychology

PHED 4603 Advanced Concepts of Personal Training

PSYC 3010 Human Growth and Development

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 15 Hours

All courses are required to satisfy this professional track.

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212L Principles of Chemistry II Lab

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track. Prerequisites GPA and ending coursework must be at 3.0 to apply to a DPT program. An overall ending GPA of 3.5 or higher is recommended for this competitive program.

PROGRAM CURRICULUM

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

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a <u>video </u>demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* see attachment

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	The student will: 1. Employ ongoing reflection to expand personal growth and professional development in multiple dimensions of wellness and demonstrate commitment to wellness promotion (NWI, Authenticity and Self-Awareness). 2. Use appropriate and culturally relevant evidence-based models and research to educate those in the public about health and wellness (NWI, Whole-person and Systems Approaches). 3. Practice multicultural competence, recognizing the dynamics of oppression and privilege on an individual's lived experiences while adapting wellness strategies to fit individual, geographical and cultural needs (NWI, Inclusive and Responsive Practices). 4. Use meaningful and inclusive communication methods and technologies to support, manage, and promote wellness initiatives (NWI, Communication and Connection). 5. Demonstrate awareness of the scope of practice in accordance with profession-specific code of conduct and maintain ethical relationships (NWI, Legal and Ethical Principles).

SACSCOC Substantive Change

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

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

SACSCOC Comments	There is no change in the assessment plan for the academic program nor the new program concentrations.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

Assessment Plan * ☑ I have attached the Assessment Plan.

☐ N/A

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

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

Rationale

Program Learning Outcomes Modifications

The current program learning outcomes for Health and Community Wellness are connected with the National Wellness Institute's Wellness Promotion Competency Model. This model is the standard for wellness practitioners and was revised in 2021. The proposed program learning outcomes reflect these revisions and the current model (see attachment of model).

Program Curriculum Modifications

CMWL 3110 was added as a required course in the professional content area, to examine the principles and frameworks of program evaluation in community settings after students learn the concepts of health education and program planning in CMWL 3220. Previously, CMWL 3220 covered both topics. Program evaluation by faculty identified the need to divide the content in CMWL 3220. Separating this content across two courses allows students to better understand and apply these concepts and increases student academic success. In addition, the division of content across CMWL 3220 and CMWL 3110, greater supports the program's eligibility for the Certified Health Education Specialist (CHES) exam. This certification is recognized as the gold standard in health education.

This change removes CMWL 3230 and CMWL 3240 as required professional content courses. This removal does not affect the curriculum assessment, as there are no key assessments for Health and Community Wellness students in these two courses.

Students will select one professional content elective from the following: CMWL 3304, CMWL 3240, CMWL 3300, CMWL 3302, and CMWL 3230. Based on data from the end-of-program survey, students request opportunities for electives in the professional content area. There are specific interests from students, thus, CMWL 3300 (Medical Terminology), CMWL 3302 (Healthcare Leadership & Policy), and CMWL 3304 (Sexual Health & Wellness) were developed to meet those needs. These courses also support student prerequisite requirements for graduate studies.

Track/Concentration Modifications

Based on end-of-program survey data and advising conversations there is recognized interest from students in the following career paths: athletic training, physical therapy, occupational therapy, and dietetics. Four professional tracks were created to support students interested in these areas. Each track has specific course requirements, based on graduate program requirements. They are as follows:

A. Athletic Training

Core Area A: MATH 1111 is required to meet the prerequisite needs of math and science courses in this track.

Core Area D: BIOL 1107 and BIOL 1107L; BIOL 1108 and 1108L are required for graduate study in athletic training and are prerequisites for BIOL 2021. MATH 1112 is required to meet CHEM 1211 and PHYS 1111 prerequisite requirements.

Core Area E: PSYC 1101 is a required course for graduate study in athletic training and is a prerequisite for PSYC 3150.

Area F: PHYS 1111 and CHEM 1211 are required courses for graduate study in athletic training.

Professional Content: CMWL 3300 Medical Terminology is a required course instead of CMWL 3240 because CMWL 3300 is a required course for graduate study in athletic training. Students do not choose a professional content elective in this track.

Approved prerequisite courses and electives: These courses are required prerequisites for admission in an athletic training program.

B. Dietetics

Core Area A: MATH 1111 is required to the meet prerequisite needs of math and science courses in this track.

Core Area B: CS 1000 Practical Computing meets the institutional and hour requirement for this track.

Core Area D: CHEM 1211 and CHEM 1211L; CHEM 1212 and CHEM 1212L are required for graduate study in dietetics. They are also prerequisites, along with MATH 1112, for CHEM 2455, which is an additional required course.

Area F: BIOL 2021 and BIOL 2021L, BIOL 2022 and BIOL 2022L, and CHEM 2455L are required courses for graduate study in dietetics.

Professional Elective: Students will select one professional content elective from the following courses: CMWL 3240, CMWL 3300, and CMWL 3302. This will support their preparation for a graduate program.

Approved prerequisite courses and electives: Students in the track will obtain the Nutrition Promotion and Education minor by completing CMWL 3210, CHEM 2455, NUTR 3100, and completing two of the following courses: NUTR 3200, NUTR 4100, NUTR 4300, and HIST 4580.

C. Occupational Therapy

Core Area A: MATH 1111 is required to meet the prerequisite needs of math and science courses in this track.

Core Area D: BIOL 1107 and BIOL 1107L; BIOL 1108 and 1108L are required for graduate study in occupational therapy and are prerequisites for BIOL 2021. MATH 1112 is required to meet PHYS 1111 prerequisite requirements.

Core Area E: SOCI 1101 is a required course for graduate study in occupational therapy.

Area F: PHYS 1111 and PHYS 1111L are required courses for graduate study in occupational therapy. PSYC 1101 is a required course for graduate study in occupational therapy and a prerequisite for PSYC 3150 and PSYC 3010.

Professional Content: PSYC 3010 is a required course for graduate study in occupational therapy and replaces CMWL 3100. CMWL 3300 is a required course for graduate study in occupational therapy and replaces CMWL 3240. Students do not choose a professional content elective in this track.

Approved prerequisite courses and electives: These courses are required prerequisites for admission in an occupational therapy program.

D. Physical Therapy

Core Area A: MATH 1111 is required to meet the prerequisite needs of math and science courses in this track.

Core Area D: BIOL 1107 and BIOL 1107L; BIOL 1108 and 1108L are required for graduate study in physical therapy and are prerequisites for BIOL 2021. MATH 1112 is required to meet CHEM 1211 and PHYS 1111 prerequisite requirements.

Core Area E: PSYC 1101 is a required course for graduate study in physical therapy and is a prerequisite for PSYC 3150 and PSYC 3010.

Area F: CHEM 1211, CHEM 1212, and BIOL 2021 are required courses for graduate study in physical therapy.

Professional Content: PSYC 3010 is a required course for graduate study in physical therapy and replaces CMWL 3100. PSYC 3150 is a required course for graduate study in physical therapy and replaces CMWL 3240. Students do not choose a professional content elective in this track.

Approved prerequisite courses and electives: These courses are required prerequisites for admission in a physical therapy program.

B.S. with a Major in Health and Community Wellness
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	**9**				**60**		
1. ENGL 1101	3			CMWL 3100 Lifespan Development	3		
2. ENGL 1102	3			CMWL 3101 Mental and Emotional Wellness	3		
3. MATH 1001 (Recommended)	3			CMWL 3102 Psychology of Health and Wellness	3		
B. Institutional Priorities	**4-5**			PHED 4501 Contemporary Health Issues	3		
1. COMM 1110 (Recommended)	3			CMWL 4000 Exercise/Wellness Programming for Special Populations	3		
2. Elective course in B.	1-2			CMWL 3210 Principles of Nutrition	3		
C. Humanities/Arts	**6**			CMWL 3220 Health Promotion, Education, and Program Evaluation	3		
1. XIDS 2100 (Recommended)	3			CMWL 3230 Exercise Leadership	3		
2. Elective course in C.	3			CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
D. Science, Math, Technology	**10-11**			PHED 4603 Advanced Concepts of Personal Training	3		
1. BIOL 1010-1010L (Recommended)	4			CMWL 3401 Technology in Health and Com. Well.	3		
2. Elective course in D.	3			CMWL 4100 Wellness Coaching	3		
3. Elective course in D.	3			CMWL 4101 Worksite Wellness Programs	3		
E. Social Sciences	**12**			CMWL 4102 Service Learning in Health and Community Wellness	3		
1. HIST 1111 or 1112	3			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
2. HIST 2111 or 2112	3						
3. POLS 1101	3			*5 electives below are for an approved minor or special topics courses*			
4. Elective course in E.	3			*Elective 1	3		
F. Program Related Courses **	**18**			*Elective 2	3		
1. PHED 2628 First Aid/CPR	1			*Elective 3	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			*Elective 4	3		
3. CMWL 2100 Intro. to Health and Community Wellness	2			*Elective 5	3		
4. CMWL 2200 Social Determinants of Health and Wellness	3			*All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses.			
5. PHED 2605 Functional Anatomy	3						
6. PSYC 1101 Introduction to Psychology	3						
7. MATH 1401 Elementary Statistics	3						
Total Core Curriculum	**60**			**Total Prof Education**	**60**		
				Total Core	**60**		
				Total Program	**120**		

Minimum 2.0 GPA required for graduation
**All courses in Area F and on the right hand side of the program sheet must earn a grade of C or better.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

B.S. with a Major in Health and Community Wellness, General
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____   Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	**9**			**Required Professional Content**	**42**		
1. ENGL 1101	3			CMWL 3100 Lifespan Development	3		
2. ENGL 1102	3			CMWL 3101 Mental and Emotional Wellness	3		
3. MATH 1001 (Recommended)	3			CMWL 3102 Psychology of Health and Wellness[1]	3		
B. Institutional Priorities	**4-5**			PHED 4501 Contemporary Health Issues	3		
1. COMM 1110 (Recommended)	3			CMWL 4000 Exercise/Wellness Programming for Special Populations[1]	3		
2. Elective course in B.	1-2			CMWL 3210 Principles of Nutrition	3		
C. Humanities/Arts	**6**			CMWL 3220 Health Promotion and Education	3		
1. XIDS 2100 (Recommended)	3			CMWL 3110 Program Evaluation in Community Settings[1]	3		
2. Elective course in C.	3			PHED 4603 Advanced Concepts of Personal Training[1]	3		
D. Science, Math, Technology	**10-11**			CMWL 3401 Technology in Health and Com. Well.	3		
1. BIOL 1010-1010L (Recommended)	4			CMWL 4100 Wellness Coaching[1]	3		
2. Elective course in D.	3			CMWL 4101 Worksite Wellness Programs	3		
3. Elective course in D.	3			CMWL 4102 Service Learning in Health and Community Wellness[1]	3		
E. Social Sciences	**12**			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
1. HIST 1111 or 1112	3			**Professional Content Elective (select one)**	**3**		
2. HIST 2111 or 2112	3			CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
3. POLS 1101	3			CMWL 3300 Medical Terminology	3		
4. Elective course in E.	3			CMWL 3302 Healthcare Leadership & Policy	3		
F. Program Related Courses **	**18**			CMWL 3304 Sexual Health & Wellness	3		
1. PHED 2628 First Aid/CPR	1			CMWL 3230 Exercise Leadership	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			*5 electives below are for an approved minor or special topics courses*	15		
3. CMWL 2100 Intro. to Health and Community Wellness	2			*Elective 1	3		
4. CMWL 2200 Social Determinants of Health and Wellness	3			*Elective 2	3		
5. PHED 2605 Functional Anatomy	3			*Elective 3	3		
6. PSYC 1101 Introduction to Psychology	3			*Elective 4	3		
7. MATH 1401 Elementary Statistics	3			*Elective 5	3		
				All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses.			
Total Core Curriculum	**60**			**Total Prof Education**	**60**		
				Total Core	**60**		
				Total Program	**120**		

Minimum 2.0 GPA program and graduation requirement
**All courses in Area F and on the right hand side of the program sheet must earn a grade of C or better.*
[1]*This course has a prerequisite requirement. Please check the catalog and with your academic advisor.*

Student Signature: _____   **Date:** _____
Advisor Signature: _____   **Date** _____

INSTRUCTIONS	CURRICUL...

<table>
<tr><td>**INSTRUCTIONS**</td><td colspan="3">**CURRICUL**</td></tr>
<tr><td>**1. Insert your Department** (Ex: English, Education, Biology, Criminology, etc.)</td><td>**DEPARTMENT:**</td><td>**Sport Management, Wellness, and Physical Education**</td><td></td></tr>
<tr><td>**2. Insert your specific Degree Program** (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</td><td>**PROGRAM:**</td><td>**B.S. in Health and Community Wellness**</td><td></td></tr>
<tr><td rowspan="8">**3. Under the "Courses" Column, list out the individual courses for your specific degree program.** (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout</td><td></td><td></td><td>1</td></tr>
<tr><td rowspan="5">**INTRODUCED:** Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</td><td></td><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
<tr><td></td><td></td><td>7</td></tr>
<tr><td rowspan="6">**REINFORCED:** Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</td><td></td><td>8</td></tr>
<tr><td>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.</td><td></td><td>9</td></tr>
<tr><td rowspan="3">**6.** Go through and mark with an "A", which courses you will be collecting Assessment Data in.</td><td>10</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td>13</td></tr>
<tr><td></td><td></td><td>14</td></tr>
</table>

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

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

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

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

UM MAPPING TEMPLATE

COURSES	PL-SLO 1 Employ ongoing reflection to expand personal growth and professional development in multiple dimensions of wellness and demonstrate commitment to wellness promotion (NWI, Authenticity and Self-Awareness).	PL-SLO 2 Use appropriate and culturally relevant evidence-based models and research to educate those in the public about health and wellness (NWI, Whole-person and Systems Approaches)	PL-SLO 3 Practice multicultural competence, recognizing the dynamics of oppression and privilege on an individual's lived experiences, while adapting wellness strategies to fit individual, geographical
CMWL 2100 (A)	I		I
CMWL 2200	I	I, R	I,R
PHED 2628		I, R	
PHED 2000	I, R	R	R
PHED 2605	R	R	
CMWL 3100	R	R	
CMWL 3101 (A)	R	R	R
CMWL 3102	R	R	R
PHED 4501	R	R	
CMWL 4000 (A)	R,M	R	
CMWL 3210		R	
CMWL 3220 (A)		R	R
CMWL 3110		R	R
PHED 4603	I	R,M	
CMWL 3401		R	
CMWL 4100 (A)	R,M	R,M	M
CMWL 4101	R,M	R,M	R
CMWL 4102 (A)	R,M	R, R	R,M
CMWL 4103			

PL-SLO 4	PL-SLO 5
Use meaningful and inclusive communication methods and technologies to support, manage, and promote wellness initiatives (NWI, Communication and Connection)	Demonstrate awareness of the scope of practice in accordance with profession-specific code of conduct and maintain ethical relationships (NWI, Legal and Ethical Principles)
I	I
I, R	
	I
R	R,M
	R
	R
	R
	M
R,M	
R,M	M
R,M	
R,M	M
R,M	R,M

B.S. with a Major in Health and Community Wellness (Athletic Training Track) **
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____   Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	**9**				**45**		
1. ENGL 1101	3			CMWL 3100 Lifespan Development	3		
2. ENGL 1102	3			CMWL 3101 Mental and Emotional Wellness	3		
3. MATH 1111	3			CMWL 3102 Psychology of Health and Wellness[1]	3		
B. Institutional Priorities	**5**			PHED 4501 Contemporary Health Issues	3		
1. COMM 1110 (Recommended)	3			CMWL 4000 Exercise/Wellness Programming for Special Populations[1]	3		
2. Elective course in B.	2			CMWL 3210 Principles of Nutrition	3		
C. Humanities/Arts	**6**			CMWL 3220 Health Education and Promotion	3		
1. XIDS 2100 (Recommended)	3			CMWL 3110 Program Evaluation in Community Settings[1]	3		
2. Elective course in C.	3			CMWL 3300 Medical Terminology	3		
D. Science, Math, Technology	**11**			PHED 4603 Advanced Concepts of Personal Training[1]	3		
1. BIOL 1107 and BIOL 1107L	4			CMWL 3401 Technology in Health and Com. Well.	3		
2. BIOL 1108 and BIOL 1108L	4			CMWL 4100 Wellness Coaching[1]	3		
3. MATH 1112	3			CMWL 4101 Worksite Wellness Programs	3		
E. Social Sciences	**12**			CMWL 4102 Service Learning in Health and Community Wellness[1]	3		
1. HIST 1111 or 1112	3			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
2. HIST 2111 or 2112	3						
3. POLS 1101	3			**Approved prerequisite courses and electives**	**14**		
4. PSYC 1101	3			BIOL 2021 Human Anatomy and Physiology I	3		
F. Program Related Courses	**18**			BIOL 2021L Human Anatomy and Physiology I Lab	1		
1. PHED 2628 First Aid/CPR	1			BIOL 2022 Human Anatomy and Physiology II	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			BIOL 2022L Human Anatomy and Physiology II Lab	1		
3. CMWL 2100 Intro. to Health and Community Wellness	2			PHYS 1111L Introductory Physics I Lab	1		
4. CMWL 2200 Social Determinants of Health and Wellness	3			CHEM 1211L Principles of Chemistry I Lab	1		
5. PHYS 1111 Introductory Physics I	3			PSYC 3150 Abnormal Psychology	4		
6. CHEM 1211 Principles of Chemistry I	3						
7. MATH 1401 Elementary Statistics	3						
Total Core Curriculum	**61**			**Total Prof Education**	**59**		
				Total Core	**61**		
				Total Program	**120**		

**Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Athletic Training program.

[1]This course has a prerequisite requirement. Please check the catalog and with your academic advisor.

Student Signature: _____   **Date:** _____
Advisor Signature: _____   **Date:** _____

College of Education   Sport Management, Wellness, and Physical Education
University of West Georgia   Effective Fall 2022

B.S. with a Major in Health and Community Wellness (Dietetics Track) **
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____   Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	**9**			**Required Professional Content**	**42**		
1. ENGL 1101	3			CMWL 2200 Social Determinants of Health and Wellness	3		
2. ENGL 1102	3			CMWL 3100 Lifespan Development	3		
3. MATH 1111	3			CMWL 3101 Mental and Emotional Wellness	3		
B. Institutional Priorities	**4**			CMWL 3102 Psychology of Health and Wellness[1]	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. CS 1000 Practical Computing	1			CMWL 4000 Exercise/Wellness Programming for Special Populations[1]	3		
C. Humanities/Arts	**6**			CMWL 3220 Health Education and Promotion	3		
1. XIDS 2100 (Recommended)	3			CMWL 3110 Program Evaluation in Community Settings[1]	3		
2. Elective course in C.	3			PHED 4603 Advanced Concepts of Personal Training[1]	3		
D. Science, Math, Technology	**11**			CMWL 3401 Technology in Health and Com. Well.	3		
1. CHEM 1211 and 1211L	4			CMWL 4100 Wellness Coaching[1]	3		
2. CHEM 1212 and 1212 L	4			CMWL 4101 Worksite Wellness Programs	3		
3. MATH 1112	3			CMWL 4102 Service Learning in Health and Community Wellness[1]	3		
E. Social Sciences	**12**			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
1. HIST 1111 or 1112	3			**Required Professional Elective (select one)**	**3**		
2. HIST 2111 or 2112	3			CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
3. POLS 1101	3			CMWL 3300 Medical Terminology	3		
4. ANTH 1102, PSYC 1101, SOCI 1101	3			CMWL 3302 Healthcare Leadership & Policy	3		
F. Program Related Courses	**18**						
1. PHED 2628 First Aid/CPR	1			**For this pre-professional concentration, these additional courses are required to earn a Minor in Nutrition Promotion and Education**	**15**		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3						
3. CMWL 2100 Intro. to Health and Community Wellness	2			CMWL 3210 Principles of Nutrition (Pre-req)	3		
4. BIOL 2021 Human Anatomy and Physiology I	3			CHEM 2455 Principles of Organic Chemistry	3		
5. BIOL 2021L Human Anatomy and Physiology I Lab	1			NUTR 3100 Lifecycle Nutrition and Disease Management	3		
6. BIOL 2022 Human Anatomy and Physiology II	3			Complete one NUTR course (NUTR 3200, NUTR 4100, NUTR 4300, or HIST 4580)	3		
7. BIOL 2022L Human Anatomy and Physiology II Lab	1			Complete one NUTR course (NUTR 3200, NUTR 4100, NUTR 4300, or HIST 4580)	3		
8. CHEM 2455L Principles of Organic Chemistry Lab	1						
9. MATH 1401 Elementary Statistics	3						
Total Core Curriculum	**60**			**Total Prof Education**	**60**		
				Total Core	**60**		
				Total Program	**120**		

**Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Dietetics program.

[1]*This course has a prerequisite requirement. Please check the catalog and with your academic advisor.*

Student Signature: _____   **Date:** _____

Advisor Signature: _____ **Date:** _____

College of Education   **Sport Management, Wellness, and Physical Education**
University of West Georgia   **Effective Fall 2022**

81/199

B.S. with a Major in Health and Community Wellness (Occupational Therapy Track)**
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____   Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	**9**				**47**		
1. ENGL 1101	3			PHED 2628 First Aid/CPR	1		
2. ENGL 1102	3			PSYC 3010 Human Growth and Development	4		
3. MATH 1111	3			CMWL 3101 Mental and Emotional Wellness	3		
B. Institutional Priorities	**5**			CMWL 3102 Psychology of Health and Wellness[1]	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	2			CMWL 4000 Exercise/Wellness Programming for Special Populations[1]	3		
C. Humanities/Arts	**6**			CMWL 3210 Principles of Nutrition	3		
1. XIDS 2100 (Recommended)	3			CMWL 3220 Health Education and Promotion	3		
2. Elective course in C.	3			CMWL 3110 Program Evaluation in Community Settings[1]	3		
D. Science, Math, Technology	**11**			CMWL 3300 Medical Terminology	3		
1. BIOL 1107 and BIOL 1107L	4			PHED 4603 Advanced Concepts of Personal Training[1]	3		
2. BIOL 1108 and BIOL 1108L	4			CMWL 3401 Technology in Health and Com. Well.	3		
3. MATH 1112	3			CMWL 4100 Wellness Coaching[1]	3		
E. Social Sciences	**12**			CMWL 4101 Worksite Wellness Programs	3		
1. HIST 1111 or 1112	3			CMWL 4102 Service Learning in Health and Community Wellness[1]	3		
2. HIST 2111 or 2112	3			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
3. POLS 1101	3						
4. SOCI 1101	3			**Approved prerequisite courses and electives**	**12**		
F. Program Related Courses	**18**			BIOL 2021 Human Anatomy and Physiology I	3		
1. PHED 2000 Applied Concepts of Fitness and Wellness	3			BIOL 2021L Human Anatomy and Physiology I Lab	1		
2. CMWL 2100 Intro. to Health and Community Wellness	2			BIOL 2022 Human Anatomy and Physiology II	3		
3. CMWL 2200 Social Determinants of Health and Wellness	3			BIOL 2022L Human Anatomy and Physiology II Lab	1		
4. PHYS 1111 Introductory Physics I	3			PSYC 3150 Abnormal Psychology	4		
5. PHYS 1111L Introductory Physics I Lab	1						
6. PSYC 1101 Introduction to Psychology	3						
7. MATH 1401 Elementary Statistics	3						
Total Core Curriculum	**61**			**Total Prof Education**	**59**		
				Total Core	**61**		
				Total Program	**120**		

**Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Occupational Therapy program.

[1]This course has a prerequisite requirement. Please check the catalog and with your academic advisor.

Student Signature: _____   **Date:** _____

Advisor Signature: _____   **Date:** _____

College of Education
University of West Georgia

Sport Management, Wellness, and Physical Education
Effective Fall 2022

B.S. with a Major in Health and Community Wellness (Physical Therapy Track) **
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

Name: _____   Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	**9**				**44**		
1. ENGL 1101	3			CMWL 3101 Mental and Emotional Wellness	3		
2. ENGL 1102	3			CMWL 3102 Psychology of Health and Wellness[1]	3		
3. MATH 1111	3			PHED 4501 Contemporary Health Issues	3		
B. Institutional Priorities	**5**			CMWL 4000 Exercise/Wellness Programming for Special Populations[1]	3		
1. COMM 1110 (Recommended)	3			CMWL 3210 Principles of Nutrition	3		
2. Elective course in B.	2			CMWL 3220 Health Education and Promotion	3		
C. Humanities/Arts	**6**			CMWL 3110 Program Evaluation in Community Settings[1]	3		
1. XIDS 2100 (Recommended)	3			PSYC 3150 Abnormal Psychology	4		
2. Elective course in C.	3			PHED 4603 Advanced Concepts of Personal Training[1]	3		
D. Science, Math, Technology	**11**			PSYC 3010 Human Growth and Development	4		
1. BIOL 1107 and BIOL 1107L	4			CMWL 4100 Wellness Coaching	3		
2. BIOL 1108 and BIOL 1108L	4			CMWL 4101 Worksite Wellness Programs	3		
3. MATH 1112	3			CMWL 4102 Service Learning in Health and Community Wellness	3		
E. Social Sciences	**12**			CMWL 4103 Applied Research Methods in Health and Community Wellness	3		
1. HIST 1111 or 1112	3						
2. HIST 2111 or 2112	3						
3. POLS 1101	3			**Approved prerequisites courses**	**15**		
4. PSYC 1101	3			PHYS 1111 Introductory Physics I	3		
F. Program Related Courses	**18**			PHYS 1111L Introductory Physics I Lab	1		
1. PHED 2628 First Aid/CPR	1			PHYS 1112 Introductory Physics II	3		
2. CMWL 2100 Intro. to Health and Community Wellness	2			PHYS 1112L Introductory Physics Lab	1		
3. CMWL 2200 Social Determinants of Health and Wellness	3			CHEM 1211L Principles of Chemistry I Lab	1		
4. CHEM 1211 Principles of Chemistry I	3			CHEM 1212L Principles of Chemistry II Lab	1		
5. CHEM 1212 Principles of Chemistry II	3			BIOL 2021L Human Anatomy and Physiology I Lab	1		
6. BIOL 2021 Human Anatomy and Physiology I	3			BIOL 2022 Human Anatomy and Physiology II	3		
7. MATH 1401 Elementary Statistics	3			BIOL 2022L Human Anatomy and Physiology II Lab	1		
Total Core Curriculum	**61**			**Total Prof Education**	59		
				Total Core	61		
				Total Program	**120**		

**Students must maintain an overall 3.0 GPA in this professional track. Prerequisites GPA and ending coursework must be at 3.0 to apply to a DPT program. An overall ending GPA of 3.5 or higher is recommended for this competitive program.

[1]*This course has a prerequisite requirement. Please check the catalog and with your academic advisor.*

Student Signature: _____   **Date:** _____

Advisor Signature: _____   **Date:** _____

Health and Community Wellness, B.S.

Program Learning Outcomes

OLD

SLO #1 - Systems Aspects: The student will be able to know and apply discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.

SLO #2 - Methodological Aspects: The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

SLO #3 – Professional Aspects: The student will demonstrate dispositions essential to becoming effective professionals.

SLO #4 – Project Management Aspects: The student will apply participatory, humanistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

SLO #5 – Contextual Aspects: The student will demonstrate self-awareness and self-regulation to minimize the effects of personal biases in working with diverse clients and constituents.

PROPOSED/NEW

SLO #1 – NWI, Authenticity and Self-Awareness: The student will employ ongoing reflection to expand personal growth and professional development in multiple dimensions of wellness and demonstrate commitment to wellness promotion.

SLO #2 - NWI, Whole-person and Systems Approaches: The student will use appropriate and culturally relevant evidence-based models and research to educate those in the public about health and wellness.

SLO #3 – NWI, Inclusive and Responsive Practices: The student will practice multicultural competence, recognizing the dynamics of oppression and privilege on an individual's lived experiences, while adapting wellness strategies to fit individual, geographical and cultural needs.

SLO #4 –NWI, Communication and Connection: The student will use meaningful and inclusive communication methods and technologies to support, manage, and promote wellness initiatives.

SLO #5 –NWI, Legal and Ethical Principles: The student will demonstrate awareness of the scope of practice in accordance with profession-specific code of conduct and maintain ethical relationships.

National Wellness Institute
Wellness Promotion Competency Model

National Wellness Institute
Wellness Promotion Competency Model
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The National Wellness Institute (NWI) **Wellness Promotion Competency Model*** is a groundbreaking standard for wellness practitioners. The model strengthens wellness professionals' knowledge, skills, and abilities by providing a framework that drives multidimensional, multicultural high-level wellness. The model also serves as the standard for the Certified Wellness Practitioner (CWP) certification program.

In April 2020, NWI collaborated with Butler University and a research team to conduct a study** clarifying and supporting the validity of the five-domain competency model.

DOMAIN 1: Authenticity and Self-Awareness

- Engage in ongoing reflection to expand personal growth and professional development in multiple dimensions of wellness

- Demonstrate commitment to wellness promotion by modeling healthy lifestyle practices in multiple dimensions of wellness

- Establish authentic and autonomy-supportive relationships

- Recognize your own limitations in wellness promotion and refer individuals to other professionals when appropriate to support their wellness goals

DOMAIN 2: Whole-person and Systems Approaches

- Use an ecological approach (e.g., interactions among the individual, family, organization, community, and social systems) to understand the ways dynamic systems impact an individual's experience of wellness

- Assess individual and/or group characteristics, interests, and needs using a multi-dimensional and ecological approach

- Identify health and wellness resources and materials that allow for an individual's self-discovery, self-knowledge, and self-direction

- Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan

- Adopt person-centered communication practices that consider the whole person, recognizing the influence factors such as socio-demographic variables and worldview have on the communication process

- Provide developmentally appropriate and culturally relevant evidence-based information to educate individuals and the public about wellness

- Use participatory, humanistic, and strengths-based processes to design opportunities that will lead toward achieving established objectives and outcomes

- Use appropriate techniques (e.g., strengths-based, humanistic, cognitive-behavioral) to encourage individuals to be active participants in their personal wellness journeys

DOMAIN 3: Inclusive and Responsive Practices

- Practice self-awareness and self-regulation to minimize the effects of personal biases in working with diverse individuals and groups

- Practice multicultural competence, recognizing the dynamics of oppression and privilege on an individual's lived experiences

- Demonstrate compassion, integrity, and respect for diverse individuals and groups, including but not limited to diversity in sex, age, culture, race, ethnicity, disabilities, body-size, sexual orientation, socioeconomic status, and gender identity

- Work to uncover individuals' strengths, concerns, and values using a person-centered approach to inquiry that includes active listening to help set appropriate wellness goals and strategies

- Assist individuals in identifying barriers or resistance to change that are interrupting their ability to integrate wellness-promoting behaviors into their lives

- Adapt wellness strategies to fit individual, geographical and cultural needs, acknowledging that there are no universally correct models or processes

DOMAIN 4: Communication and Connection

- Recognize the influence of organizational development, leadership, and culture on individual wellness

- Articulate to key stakeholders the value of wellness for individuals and how it supports the organization's or community's mission, purpose, and strategic goals

- Establish collaborative relationships and interdisciplinary teams to promote sustainable wellness practices that meet long-term individual, organizational, and/or community goals

- Use meaningful and inclusive communication methods and technologies to support, manage, and promote wellness initiatives

- Use quantitative and qualitative feedback to continually evaluate the quality and effectiveness of initiatives

- Use quantitative and qualitative data to communicate key findings to stakeholders

DOMAIN 5: Legal and Ethical Principles

- Comply with legal standards for confidentiality, compliance, and mandated reporting

- Work within your scope of practice and in accordance with your profession-specific code of conduct

- Maintain ethical relationships

NATIONAL WELLNESS INSTITUTE

NationalWellness.org

Last revision: July 2021

Health and Community Wellness, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	College of Education
	Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education Program?* ● Yes ○ No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Health and Community Wellness, B.S.

Program ID - DO NOT EDIT* 18

Program Code - DO NOT EDIT 18

Program Type* | Bachelor |

Degree Type* | Bachelor of Science |

Program Description* The Bachelor of Science (B.S.) with a major in Health and Community Wellness prepares candidates to work in health and wellness settings. The mission of the health and community wellness program is to provide high-quality professionals for employment in worksites such as fitness centers, hospitals, corporations, schools, and many other settings around the nation. Through program courses and service-learning experience, candidates are prepared to help people, organizations, and communities change lifestyle behaviors with the goal of moving toward a state of improved health, resulting in decreases of chronic disease and health care costs.

There are four professional tracks in Health and Community Wellness: athletic training, dietetics, occupational therapy, and physical therapy. Each track serves as a pathway, preparing students for future careers in these fields. Students who are interested in one of these careers may select the appropriate professional track.

Students on the General B.S. in Health and Community Wellness track, have the option of taking 15 credit hours of electives or choosing to minor in one of several fields including Biology, Business Administration, Environmental Studies, Management, Marketing, Mass Communication, Nutrition Promotion, and Education, Psychology, Sociology, Sport Management, and other approved minors.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location* | Carrollton |

Curriculum Information

Prospective Curriculum *

B.S. in Health and Community Wellness, General

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

Core Curriculum

Core Area F: 18 Hours (a)

PHED 2628 First Aid and CPR for Education Majors
PHED 2000 App Con of Fitness & Wellness
CMWL 2100 Intro to Health and Community Wellness
PSYC 1101 Introduction to General Psychology
MATH 1401 Elementary Statistics
CMWL 2200 Social Determinants of Health and Wellness
PHED 2605 Functional Anatomy

Professional Classes for the Degree: 42 Hours Required (a)

CMWL 3100 Lifespan Development
CMWL 3101 Mental and Emotional Wellness
CMWL 3102 Psychology of Health and Wellness
CMWL 4000 Exercise and Wellness Programming for Special Populations
CMWL 4100 Wellness Coaching
CMWL 4101 Worksite Wellness Programs
CMWL 4102 Service Learning in Health and Community Wellness
PHED 4501 Contemporary Health Issues
PHED 4603 Advanced Concepts of Personal Training
CMWL 4103 Applied Research Methods in Health and Community Wellness
CMWL 3210 Principles of Nutrition
CMWL 3401 Technology in Health and Community Wellness

CMWL 3110 Program Evaluation in Community Settings

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

Professional Elective for the Degree: 3 Hours Required (a)

Select one of the following courses:

CMWL 3304 Sexual Health & Wellness

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

CMWL 3230 Exercise Leadership

Electives Recommended: 15 Hours (a)

(Electives are for an approved minor or special topics courses. All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses)

Total: 120 Hours

Minimum 2.0 GPA required for graduation (a) Courses must be completed with a grade of C or better.

B.S. in Health and Community Wellness, Athletic Training Track (a)

Core Areas A, B, C, D, & E: 43 Hours

Athletic Training Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D; and PSYC 1101 for Area E.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

CMWL 2200 Social Determinants of Health and Wellness

PHYS 1111 Introductory Physics I

CHEM 1211 Principles of Chemistry I

MATH 1401 Elementary Statistics

Professional Classes for the Degree: 45 Hours Required

CMWL 3100 Lifespan Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3210 Principles of Nutrition

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

CMWL 3110 Program Evaluation in Community Settings

CMWL 3300 Medical Terminology

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 14 Hours

All courses are required to satisfy this professional track.

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology

II

BIOL 2022L Human Anatomy and Physiology II Laboratory

CHEM 1211L Principles of Chemistry I Lab

PHYS 1111L Introductory Physics I Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track, and ending coursework must be at a 3.0 GPA to apply to a Master's Athletic Training program.

B.S. in Health and Community Wellness, Dietetics Track (a)

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

Dietetics Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; CS 1000 for Area B; CHEM 1211 and CHEM1211L, CHEM 1212 and 1212L, and MATH 1112 for Area D.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

CHEM 2455L Principles of Organic Chemistry Lab

MATH 1401 Elementary Statistics

Professional Classes for the Degree: 42 Hours Required

CMWL 2200 Social Determinants of Health and Wellness

CMWL 3100 Lifespan Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

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

CMWL 3110 Program Evaluation in Community Settings

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Professional Elective for the Degree: 3 Hours Required

Select one of the following courses:

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

Required Electives: 15 Hours

For this professional track, these courses are required to earn a Minor in Nutrition Promotion and Education.

CMWL 3210 Principles of Nutrition

CHEM 2455 Principles of Organic Chemistry

NUTR 3100 Lifecycle Nutrition and Disease Management

[After] Select two of the following courses:

HIST 4580 American Foodways

NUTR 3200 Sports Nutrition

NUTR 4100 Nutrition Education and Counseling Strategies

NUTR 4300 Cultural Aspects of Food and Nutrition

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Dietetics program.

B.S. in Health and Community Wellness, Occupational Therapy Track (a)

Core Areas A, B, C, D, & E: 43 Hours

Occupational Therapy Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D; and SOCI 1101 for Area E.

Core Area F: 18 Hours

PHED 2000 App Con of Fitness & Wellness
CMWL 2100 Intro to Health and Community Wellness
CMWL 2200 Social Determinants of Health and Wellness
MATH 1401 Elementary Statistics
PHYS 1111 Introductory Physics I
PHYS 1111L Introductory Physics I Laboratory
PSYC 1101 Introduction to General Psychology

Professional Classes for the Degree: 45 Hours Required

PHED 2628 First Aid and CPR for Education Majors
PSYC 3010 Human Growth and Development
CMWL 3101 Mental and Emotional Wellness
CMWL 3102 Psychology of Health and

CMWL 3202 Psychology of Health and Wellness

PHED 4501 Contemporary Health Issues

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3210 Principles of Nutrition

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

CMWL 3110 Program Evaluation in Community Settings

CMWL 3300 Medical Terminology

PHED 4603 Advanced Concepts of Personal Training

CMWL 3401 Technology in Health and Community Wellness

CMWL 4100 Wellness Coaching

CMWL 4101 Worksite Wellness Programs

CMWL 4102 Service Learning in Health and Community Wellness

CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 12 Hours

All courses are required to satisfy this professional track.

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Occupational Therapy program.

B.S. in Health and Community Wellness, Physical Therapy Track (a)

Core Areas A, B,C, D, & E: 43 Hours

Physical Therapy Professional Track Core Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Area A; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1112 for Area D; and PSYC 1101 for Area E.

Core Area F: 18 Hours

PHED 2628 First Aid and CPR for Education Majors
CMWL 2100 Intro to Health and Community Wellness
CMWL 2200 Social Determinants of Health and Wellness
CHEM 1211 Principles of Chemistry I
CHEM 1212 Principles of Chemistry II
BIOL 2021 Human Anatomy and Physiology I
MATH 1401 Elementary Statistics

Professional Classes for the Degree: 44 Hours Required

CMWL 3101 Mental and Emotional Wellness
CMWL 3102 Psychology of Health and Wellness
PHED 4501 Contemporary Health Issues
CMWL 4000 Exercise and Wellness Programming for Special Populations
CMWL 3210 Principles of Nutrition
CMWL 3220 Principles and Foundations of Health Promotion, Education and Program Evaluation
CMWL 3110 Program Evaluation in Community Settings
PSYC 3150 Abnormal Psychology
PHED 4603 Advanced Concepts of Personal Training
PSYC 3010 Human Growth and Development
CMWL 4100 Wellness Coaching
CMWL 4101 Worksite Wellness Programs
CMWL 4102 Service Learning in Health and Community Wellness
CMWL 4103 Applied Research Methods in Health and Community Wellness

Required Electives: 15 Hours

All courses are required to satisfy this professional track.

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212L Principles of Chemistry II Lab

BIOL 2021L Human Anatomy and Physiology I Laboratory

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track. Prerequisites GPA and ending coursework must be at 3.0 to apply to a DPT program. An overall ending GPA of 3.5 or higher is recommended for this competitive program.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* see attachment

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	The student will: 1. Employ ongoing reflection to expand personal growth and professional development in multiple dimensions of wellness and demonstrate commitment to wellness promotion (NWI, Authenticity and Self-Awareness). 2. Use appropriate and culturally relevant evidence-based models and research to educate those in the public about health and wellness (NWI, Whole-person and Systems Approaches). 3. Practice multicultural competence, recognizing the dynamics of oppression and privilege on an individual's lived experiences while adapting wellness strategies to fit individual, geographical and cultural needs (NWI, Inclusive and Responsive Practices). 4. Use meaningful and inclusive communication methods and technologies to support, manage, and promote wellness initiatives (NWI, Communication and Connection). 5. Demonstrate awareness of the scope of practice in accordance with profession-specific code of conduct and maintain ethical relationships (NWI, Legal and Ethical Principles).

SACSCOC Substantive Change

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

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

SACSCOC Comments	There is no change in the assessment plan for the academic program nor the new program concentrations.

<u>REQUIRED ATTACHMENTS</u>

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

Please download the assessment template from here complete, and upload.

Program Map ✱ ☑ I have attached the Program Map/Sheet.

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

Assessment Plan ✱ ☑ I have attached the Assessment Plan.

☐ N/A

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

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

Public Service, Minor

2022-2023 Undergraduate New Program Request

General Information

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

Desired Effective Semester* Fall	**Desired Effective Year*** 2022

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ○ Stand-Alone Certificate
- ○ Endorsement
- ● Minor

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of Civic Engagement and Public Service

Is this a School of Nursing or School of Communication, Film and Media course?*	○ Yes ● No	**Is this a College of Education Program?** *	○ Yes ● No

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

Program Information

Program Type*	Minor

Program Name*	Public Service, Minor

Degree Type*	Minor

Program Description*	The Public Service minor is designed for students interested in careers that focus on serving others, usually through government agencies and nonprofit organizations. These careers may involve policy making, implementation and evaluation in areas such as: community and economic development, policing, health care, and environmental policy. The minor will require a total of 18 credit hours.

Program Location*	Carrollton Online

Status*	● Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*	☐ Face-to-Face
	☐ Online Only
	☑ Hybrid

Curriculum Information

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

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

Type of Program*	⦿ Program
	○ Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new coursesgoing through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 2

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

Prospective Curriculum*

Core Requirements (4 courses; 12 hours required)

CRIM 4230 Ethics and Criminal Justice

POLS 4200 Principles of Public Administration

POLS 4204 Public Finance

POLS 4210 Public Management

Content Courses (Choose 1 course; 3 hours)

CRIM 3323 Criminal Law

CRIM 3333 Victimology

CRIM 4068 Conflict Management & Policing

CRIM 4230 Ethics and Criminal Justice

CRIM 4232 Family Violence

CRIM 4255 Youth, Crime, and Community

CRIM 4265 Crime & Social Inequality

CRIM 4279 Race & Crime

CRIM 4280 Contemporary Issues in Criminal Justice

CRIM 4334 Human Trafficking

CRIM 4712 Law & Society

POLS 3101 American Political Institutions

POLS 3201 Public Policy

POLS 4200 Principles of Public Administration

POLS 4204 Public Finance

POLS 4207 Technology Policy

POLS 4208 Health Policy

POLS 4209 Environmental Policy

POLS 4210 Public Management

POLS 4212 State and Local Government Finance

POLS 4215 Management of Non-Profits

POLS 4217 Grant Writing for Nonprofit Organizations

POLS 4218 Project Management in the Public Sector

POLS 4219 Public Human Resource Management

POLS 4220 Administrative Law and Government

POLS 4221 Government Organization and Administrative Theory

CRIM 3900 Social Science and the Legal System

Skills, Methods, & Application (Choose 1 course; 3 hours)

CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4286 Internship
POLS 3601 Political Analysis
POLS 4186 Internship

Justification and Assessment

Rationale* While government jobs comprise over 15% of the workforce in Georgia, interest in the public sector is waning among millennials and generation Z. With the exception of agricultural work, jobs within public administration have the highest median age of any other industry, making it ripe for transformation. Increasing students' awareness of the structure and systems of the public sector can foster interest and a better understanding of how to effect transformational change in antiquated systems by bridging younger generations' digital literacy and innovative practices with traditional administrative operations.

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

Upon completion of the Public Service minor, students will be able to:

1. Explain key concepts of public service within groups, organizations, and diverse communities; and
2. Apply understanding of organizational theories, ethics, and principles of public service.

SACSCOC Substantive Change

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

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

Program Map*	☑ I have attached the Program Map.

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

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

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

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

2022-2023
Program Map
Public Service, Minor
(Note: All Courses in Year 3 & Year 4)

YEAR 1
YEAR 2

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CRIM 4230 Ethics and Criminal Justice	3	POLS 4204 Public Finance	3
POLS 4200 Principles of Public Administration	3		
SEMESTER TOTAL	6	SEMESTER TOTAL	3
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
POLS 4210 Public Management	3	Content Course (Choose 1)	3
		Skills, Methods, & Application (Choose 1)	3
SEMESTER TOTAL	3	SEMESTER TOTAL	6
Milestones		**Milestones**	
Complete core requirements for Public Service minor		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

CURRICULUM MAPPING FOR PUBLIC SERVICE, MINOR

DEPARTMENT:	Civic Engagement & Public Service			PL-SLO 1	PL-SLO 2
PROGRAM:	Public Service, Minor		COURSES	Examine key concepts of public service within groups, organizations, and diverse communities	Apply understanding of organizational theories, ethics, and principles of public service
		1	CRIM 4230 Ethics and Criminal Justice	M	M
		2	POLS 4200 Principles of Public Administration	M	M
		3	POLS 4204 Public Finance	M	M
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	POLS 4210 Public Management	M	M
		5	POLS 3101 American Political Institutions		M
		6	POLS 3201 Public Policy	M	
		7	POLS 4207 Technology Policy	M	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	POLS 4208 Health Policy	M	
		9	POLS 4209 Environmental Policy	M	
		10	POLS 4212 State and Local Government Finance	M	M
		11	POLS 4215 Management of Non-Profits	M	M
		12	POLS 4217 Grant Writing for Nonprofit Organizations	M	M
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	POLS 4218 Project Management in the Public Sector	M	M
		14	POLS 4219 Public Human Resource Management	M	M
		15	POLS 4220 Administrative Law and Government		M
		16	POLS 4221 Government Organization and Administrative Theory		M
		17	CRIM 3323 Criminal Law	M	
		18	CRIM 3333 Victimology	M	
		19	CRIM 3900 Social Sciences and the Legal System	M	
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20	CRIM 4068 Conflict Management & Policing	M	
		21	CRIM 4232 Family Violence	M	
		22	CRIM 4255 Youth, Crime, and Community	M	
		23	CRIM 4265 Crime & Social Inequality	M	
		24	CRIM 4279 Race & Crime	M	
		25	CRIM 4280 Contemporary Issues in Criminal Justice (Must be on a public service topic and approved by Criminology Program Coordinator)	M	
		26	CRIM 4334 Human Trafficking	M	
		27	CRIM 4712 Law and Society	M	
		28	CRIM 4000 Research Methodology		M
		29	CRIM 4003 Statistics for Social Sciences		M
		30	CRIM 4286 Internship		M
		31	POLS 3601 Political Analysis		M
		32	POLS 4186 Internship		M

KEY

Required Courses in the Minor
Content Area Course
Skills, Methods, & Application

Addendum II

Master of Professional Accounting, MPAcc

2022-2023 Graduate Revise Program Request

Introduction

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

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

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> for more information.

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

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

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

If other, please identify.

Desired Effective Semester* `Spring`

Desired Effective Year* `2022`

Routing Information

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

School/ Department *

Department of Accounting and Finance

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

Is this a College of Education Program? * ○ Yes ● No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * ● Program ○ Shared Core

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

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

Program Name
Program Description

Program Name* Master of Professional Accounting, MPAcc

Program ID - DO NOT EDIT* 19

Program Code - DO NOT EDIT 19

Program Type* Master's

Degree Type* Master of Professional Accounting

Program Description* Master of Professional Accounting, MPAcc

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Status* ● Active-Visible ○ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses. The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Foundation Courses

(Common body of knowledge) ACCT 2101 - Financial Accounting ACCT 2102 - Managerial Accounting (and) ECON 2105 - Macroeconomics (or) ECON 2106 - Microeconomics (and) ECON 3402 - Statistics for Business and Economics FINC 3511 - Corporate Finance Students without an undergraduate degree in business may complete the foundation courses through self-study modules. Modules are available for each of the five foundation courses; however, students entering the MPAcc program are encouraged to complete ACCT 2101 and ACCT 2102 through classroom instruction.

Basic Accounting Courses

ACCT 3212 - Financial Reporting I ACCT 3213 - Financial Reporting II ACCT 3232 - Managerial Accounting ACCT 3251 - Income Tax Accounting for Individuals ACCT 4241 - Accounting Information Systems ACCT 4261 - Auditing

MPAcc Courses

ACCT 6242 Strategic Information Systems
ACCT 6216 Seminar in Financial Reporting
ACCT 6233 Seminar in Cost Accounting
ACCT 6253 Seminar in Tax Accounting
ACCT 6263 Seminar in Auditing
ACCT 6264 Nonprofit Accounting and Auditing
ECON 6461 International Finance

FINC 6532 Finance

And two of the following:

ACCT 6265 Accounting for Sustainability

ACCT 6285 Special Problems in Accounting

ABED 6100 Strategic Business Communication

CISM 6331 Strategic Management of Information Technology

ECON 6430 Business Forecasting

ECON 6485 Special Topics in Economics

FINC 6542 Investment Analysis and Portfolio Management

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

MGNT 6685 Special Problems in Business

MKTG 6881 Independent Study in Marketing

[Right] *

MGNT 6675 Work Practicum

[Right] *

[After] *Only one of these can be used as an elective.

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any MPAcc student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

New Core

PROGRAM CURRICULUM

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

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
 For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ≣ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are removing two 5000 level cross-listed elective courses and added one 6000 level graduate elective course. We are modifying the electives to better match current industry needs and student interest.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **rakins@westga.edu**

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

| SACSCOC Comments | |

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

Proposed MPAcc Program Sheet
University of West Georgia

STUDENT INFORMATION	COURSE INFORMATION		
Name:	**Preparatory Classes/Modules**	*Term*	*Grade*
	ACCT 2101 Principles of Accounting I		
ID#	**ACCT 2102** Principles of Accounting II		
	ECON 2105 OR ECON 2106 Macro OR Micro Economics		
E-mail:	**ECON 3402** Business Statistics		
	FINC 3511 Corporate Finance		
Phone:	**Basic Accounting Courses**	*Term*	*Grade*
	ACCT 3212 Intermediate Accounting I		
ACADEMIC INFORMATION	**ACCT 3213** Intermediate Accounting II		
Undergraduate Major:	**ACCT 3232** Managerial Accounting		
	ACCT 3251 Individual Income Tax		
Undergraduate Institution:	**ACCT 4241** Accounting Information Systems		
	ACCT 4261 Auditing		
Overall GPA:	**MPAcc Courses** *(Required)*	*Term*	*Grade*
	ACCT 6216 Financial Reporting		
	ACCT 6233 Cost Management		
Accounting GPA:	**ACCT 6242** Strategic Information Systems		
GMAT Score/Waiver:	**ACCT 6253** Tax Accounting		
	ACCT 6263 Assurance Service		
TOEFL (if applicable):	**ACCT 6264** Non-Profit Accounting		
	ECON 6461 International Finance		
DATES	**FINC 6532** Financial Management		
Admitted:	**SELECT TWO OF THE FOLLOWING:**	*Term*	*Grade*
First Enrolled:	**ABED 6100** Strategic Business Communication		
Graduated:	**ACCT 6265** Accounting for Sustainability		
Substitutions/Comments:	**ACCT 6285** Special Problems in Accounting		
	CISM 6331 Strategic Management of IT		
	ECON 6430 Business Forecasting		
	ECON 6485 Special Topics in Economics		
	FINC 6542 Investment Analysis and Portfolio Management		
	MKTG 5805 Sales Management		
	MKTG 6820 International Business Strategy		
	MKTG 6881 Independent Study in Marketing		
	MGNT 6675 Work Practicum		
	MGNT 6685 Special Problems in Management		

MPAcc Director: Date:

ACCT - 6265 - Accounting for Sustainability

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester* `Spring`

Desired Effective Year* `2022`

Routing Information

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

School/ Department* `Department of Accounting and Finance`

| Is this a School of Nursing or School of Communication, Film and Media course?* | ○ Yes ● No | | Is this a College of Education course?* | ○ Yes ● No |

Course Information

| Course Prefix* | ACCT | | Course Number* | 6265 |

| Course Title* | Accounting for Sustainability |

| Course Type* | Accounting |

| Catalog Course Description* | An examination of how environmental, social, and governance (ESG) performance measures can be used by organizations interested in accounting for sustainability. Emphasis is placed upon how sustainability can help investors, creditors, and other stakeholders distinguish between companies operating efficiently and those which are not. A research paper is required. |

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

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

| Lec Hrs* | 3 |

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes ☑ No | | If yes, indicate maximum number of credit hours counted toward graduation.* | Not applicable |

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

| Prerequisites | ACCT 2101, ACCT 2102 |

| Concurrent Prerequisites | None |

Corequisites	None

Cross-listing	None

Restrictions	

Status* ● Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* This course will fill a void from the deletion of ACCT 5265 - Sustainability Accounting and Reporting.

Student Learning Outcomes*
1. Understand the current sustainability reporting environment.
2. Explain the recognition, measurement, and disclosure concepts underlying contemporary sustainability reporting.
3. Critically assess current developments and approaches to social and environmental reporting, practice, theory, and regulation.
4. Understand and apply the accounting principles of lean accounting and environmental accounting.
5. Have a working knowledge of ethical, political, and legal considerations that affect business decisions in the areas of corporate governance, social responsibility, and sustainability.
6. Understand the framework for sustainability (triple bottom line) reporting, including how to utilize and analyze the reports.
7. Understand how various data visualization techniques can be used to convey information to an organization's stakeholders.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* Not applicable

Fee Justification

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

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

Accounting for Sustainability ACCT-6265

- TBD

- Section E01

- 3 Credits

- TBD

Description

An examination of how environmental, social, and governance (ESG) performance measures can be used by organizations interested in accounting for sustainability. Emphasis is placed upon how sustainability can help investors, creditors, and other stakeholders distinguish between companies operating efficiently and those which are not. A research paper is required.

Requisites
Prerequisites:
ACCT 2101 and ACCT 2102.
Corequisites:

Contact Information

Instructor: Dr. Bruce M. Bird

- **Email:** bbird@westga.edu
- **Office:** Room 265, Roy Richards Sr. Hall
- **Phone:** (251) 270-8353

Office Hours

- Sunday, Thursday, Friday, Saturday, 6:00 PM to 8:00 PM, Virtual Office Hours On-line

Meeting Times

- This course is taught entirely on-line.

Online Support:

D2L Home Page

https://westga.view.usg.edu/

D2L UWG Online Help

http://uwgonline.westga.edu/students.php

D2L 24 Hour Help

https://d2lhelp.view.usg.edu/

Materials

Selected Readings Involving Sustainability (See Folder in Content Section of Course Den.)

Metrics for Sustainable Business: Measures and Standards for the Assessment of Organizations

- **Author:** Scott R. Herriott
- **Publisher:** Routledge (Taylor & Francis Group)
- **ISBN:** ISBN 978-1-138-90172-8

How Charts Lie: Getting Smarter about Visual Information

- **Author:** Alberto Cairo
- **ISBN:** ISBN 978-1-324-00156-0

Berkshire Hathaway Inc. 2020 Annual Report (See: https://www.berkshirehathaway.com/2020ar/2020ar.pdf).

Berkshire Hathaway Inc. 2019 Annual Report (See:
https://www.berkshirehathaway.com/2019ar/2019ar.pdf).

The 2020 State of Green Business Report

https://info.greenbiz.com/rs/211-NJY-
165/images/state_of_green_business_2020_report.pdf?mkt_tok=eyJpIjoiTXpFME1EbG
tOREkwT1dVeCIsInQiOiIydkZKbHFZN2hxVDlLczgwa2YrME51bWhxcERPM2NZRWNc
L0tcL2tjaEhlRXMySjVYazFKY3VOdldnNUhFWXlnYzNld2FKRXRnZlNIMk5IR2ZJaXh2N
kVwSTIuWUt3MXNrOGlGaWFVYXJqRjZUaUFdcL0tJWnQ2Y2VBSllDc0x4WGVHSSJ9

Outcomes

1. Understand the current sustainability reporting environment.
2. Explain the recognition, measurement, and disclosure concepts underlying contemporary sustainability reporting.
3. Critically assess current developments and approaches to social and environmental reporting, practice, theory, and regulation.
4. Understand and apply the accounting principles of lean accounting and environmental accounting.
5. Have a working knowledge of ethical, political, and legal considerations that affect business decisions in the areas of corporate governance, social responsibility, and sustainability.
6. Understand the framework for sustainability (triple bottom line) reporting, including how to utilize and analyze the reports.
7. Understand how various data visualization techniques can be used to convey information to an organization's stakeholders.

Evaluation

Criteria

Types of evaluations and related weights

Type	Weight	Notes	
Quizzes	25%	Quizzes (best 5 of 7) (30 points apiece)	150 points
On-Line Midterm	25%		150 points

Types of evaluations and related weights

Type	Weight	Notes	
Summary of Readings	10%	Summary of Readings: (3 @ 20 points each)	60 points
Visual Representations of Data	6.67%	Visual Representations of Data (2 @ 24 points each):	40 points
Sustainability Report Analysis/ Research Paper	33.33%		200 points
		TOTAL POINTS	**600 points**

Breakdown

Assignments

Please do not wait until the last minute to attempt an assignment; working ahead provides a safety net in case of illness or other unforeseen events.

All assignments should be submitted through Course Den.

Readings: Students will choose from among readings to be posted on Course Den to summarize and submit. The summaries should be at least 2 full pages (double-spacing, Times New Roman, Font 12) and no longer than 3 pages. Assignment folders will be provided in Course Den.

Sustainability Report Analyses:Each student will select publicly traded companies from which to prepare a Sustainability Report. Students will analyze the report, including the key performance indicators (KPIs) reported by the company, and the sustainability framework used to measure the company's performance.

Each report analysis will be submitted to the designated 'Assignment' folder. Your analysis should be thorough and focus on accounting aspects of the report. A final company sustainability report should be analyzed and the findings submitted in a research paper. The paper should highlight the company's progress toward meeting each of its sustainability goals/objectives. Additional instructions will be provided later and an 'Assignment' folder provided for the final submission.

Schedule

Note: The schedule and assignments listed below may be modified at the discretion of the instructor. Please check your CourseDen News/Announcements and email for updates and other instructions/announcements.

 Class Schedule: **ACCT 6265**

August

Week 1 Syllabus; The concept of sustainability: separating fact from fiction through the use of research, logic, and critical-thinking skills. (On-line exercise: Download Berkshire Hathaway 2019 Annual Report. Please read pages 3-14, K-30, and K-66-K-70. Compare the information on these pages with relevant information contained in Berkshire Hathaway's 2020 Annual Report. What is Berkshire Hathaway's position on accounting for sustainability given its current decentralized operating structure? If an organization typically acts in a way which promotes sustainability, is it a sustainable company? Or, must the organization also measure the way in which it promotes sustainability and report its results on a yearly basis?

Week 2 What is *sustainability* ?; What is *sustainability accounting and reporting* ?; What are the *3 P's of sustainability* ?; What does the term *Environmental, Social, and Governance* (*ESG)* mean ?; What are the roles of managerial and financial accounting in sustainability accounting and reporting ?;

Week 2 "A company's focus on sustainability can lead to increased shareholder value." Agree or disagree?; Is this a *premise* upon which accounting for sustainability (a/k/a sustainability accounting and reporting) is based?; What is *shareholder value* ?; A "quick and dirty" guide to annual reports (Income Statement, Balance Sheet, Statement of Cash Flows, ratio analysis, auditor's opinion, etc.); Oh, what a difference a change in GAAP can make (Berkshire Hathaway's ownership of Apple stock, etc.); Widely-traded versus non-widely-traded stock of publicly-traded companies ; Some valuation models; Valuing private companies.

"To prosper over time, every company must not only deliver financial performance, but also show how it makes a positive contribution to society."; Agree or disagree? ; How are these two statements different? ; What does *prosper* mean ? ; Is financial performance a *necessary condition* of sustainability ? ; Can a company prosper over time *without* showing how it makes a positive contribution to society ?; What does *financial performance* mean ?

(Assignment: Download Toward Business 2030 , pp 26-35, *Strategic Finance* (December, 2018).

Week 3   Toward Business 2030 ; Corporations --and other organizations-- as a *force for good* in society; Aligning purpose with sustainable, value-creating strategies and business models; the 17 sustainable development goals (SDGs); 5 principles of a purpose-driven business (Blueprint); (Assignment: pp 1-79, *How Charts Lie: Getting Smarter about Visual Information*, by Alberto Cairo.)

Week 4   Assign Research Topics; The concept of "greenwashing"; Using data analytics to visually represent data;   (Assignment: pp 80-133, *How Charts Lie: Getting Smarter about Visual Information*)

September

Week 5   Using data analytics to visually represent data; (Assignment: pp. 135-193, *How Charts Lie: Getting Smarter about Visual Information*)

Week 6   *Metrics for Sustainable Business* (Chapters 1 & 2)

Week 7   *Metrics for Sustainable Business* (Chapters 3 & 4). Lecture only; you are not required to read these two chapters as they primarily focus on certifications and philosophies. (See Course Den for a quick summary of these chapters.)

Week 8   *Metrics for Sustainable Business* (Chapter 5). Indicators and Measurement Systems.

October

Week 9   *Metrics for Sustainable Business* (Chapter 5). Indicators and Measurement Systems, cont'd.

Week 10   *Metrics for Sustainable Business* (Chapter 6). Greenhouse Gas Assessment and Energy Accounting.

Week 11   *Metrics for Sustainable Business* (Chapter 9). Social Impacts

Week 12   *Metrics for Sustainable Business* (Chapter 10). Issues in the Analysis of Metrics for Sustainability.

November

Week 13   *Metrics for Sustainable Business* (Chapter 10). Issues in the Analysis of Metrics for Sustainability ; **On-line Midterm Exam available on Course Den on 11/3, 11/4 and 11/5.**

Week 14   Access to sustainability resources: 1) SASB (See: www.sasb.org) ; 2) *The 2020 State of Green Business Report* (See: https://info.greenbiz.com/rs/211-NJY-165/images/state_of_green_business_2020_report.pdf?mkt_tok=eyJpIjoiTXpFME1EbGtOREkwT1dVeCIsInQiOiIydkZKbHFZN2hxVDlLczgwa2YrME51bWhxcERPM2NZRWNcL0tcL2tjaEhlRXMySjVYazFKY3VOdldnNUhFWXlnYzNld2FKRXRnZlNIMk5IR2ZJaXh2NkVwSTluWUt3MXNrOGlGaWFFVYXJqRjZUaFdcL0tJWnQ2Y2VBSllDc0x4WGVHSSJ9 .

Week 15   Some thoughts on conducting sustainability research.

Week 16   Some thoughts on conducting sustainability research, cont'd. **All work – including research projects-- must be submitted on-line by Thursday, December the 3rd, at 11:55 P.M.**

College/School Policies

Wolf Pact

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

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

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

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

About the Richards College of Business

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

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

Strategic Goals and Values

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

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

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

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

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All

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

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

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

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

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

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

Honor Code

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

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

the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

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

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

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

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

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

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage.

Additional Items

THIS COURSE IS TAUGHT COMPLETELY ONLINE. THEREFORE, IT IS THE RESPONSIBILITY OF EACH STUDENT TO CHECK THE COURSE DEN SITE FOR THIS CLASS FOR ANY UPDATES/ANNOUNCEMENTS AND COMPLETE ALL ASSIGNMENTS WHEN DUE. LATE ASSIGNMENTS WILL NOT BE ACCEPTED. YOU MAY CONTACT ME THROUGH COURSEDEN, EMAIL, OR CELL PHONE. I WILL ALSO BE HAPPY TO SCHEDULE GOOGLE MEET SESSIONS WHERE YOU MAY ASK QUESTIONS, DISCUSS CONTENT, ETC. PLEASE LET ME KNOW IN ADVANCE IF THIS IS SOMETHING YOU ARE INTERESTED IN. I WILL TRY TO

RESPOND TO EMAILS WITHIN 24 HOURS. IF YOU HAVE ANY QUESTIONS/CONCERNS, DO NOT HESITATE TO CONTACT ME. I AM AVAILABLE TO HELP YOU AND WELCOME YOUR COMMENTS AND SUGGESTIONS FOR IMPROVING THIS CLASS.

GEORGIA FILM ACADEMY – 6000
PROSEMINAR IN FILM & TELEVISION PRODUCTION FOR KEY CREATIVES
COURSE SYLLABUS

Credits: 4
Prerequisite: None
Classroom: OFS, Building 51
Instructor: Bryan Krass
Contact email: bryan.krass@usg.edu
Section: 1
Semester: Fall 2021
Class Sessions: Mondays Noon to 4:00
Office Hours: by appointment

Required Textbooks:
Movies and Meaning, 5th edition or later, by Stephen Prince ISBN: 0-205-65308-1
Film Directing: Shot by Shot by Steven D. Katz ISBN: 0-941188-10-8

Suggested Texts:
Film Production Technique: Creating the Accomplished Image by Bruce Mamer ISBN: 0-534-20568-2
Filmmaking: Narrative & Structural Techniques by Bob Foss ISBN: 1-879505-14-2

Materials/Tools Required:
Laptop computer (PC or Mac)
Screenwriting Software (Final Draft or WriterDuet is preferred)
Multi-tool
Flashlight
Leather-palmed gloves
Closed-toe shoes
Clothing appropriate for physical labor
A subscription to Netflix for analytical assignments

COURSE GOAL
GFA 6000: Proseminar in Film & Television Production for Key Creatives prepares students for
Key Creative positions on professional film sets by providing an understanding of the entire

process of production, from conceptualization to execution, and the knowledge, skills, and abilities required to successfully complete a film with technical proficiency.

COURSE DESCRIPTION

This course is a foundational study of the physical production process for Key Creatives in the film and television industry. Classroom lectures about the protocols and procedures of filmmaking will be supplemented by lab sessions utilizing industry-standard equipment and reinforcing on-set procedures for Key Creative positions (i.e., Producer, Director, Director of Photography, Production Designer, Screenwriter and/or Editor). Topics shall include: film production organizational structure; procedures for conception and execution of production; job descriptions and duties in various film craft areas; nomenclature and use of professional on-set film equipment; and managerial functions of each of the Key Creative positions.

METHODS OF INSTRUCTION

Designated class time will primarily be activities geared toward developing skills with equipment and set operations utilized in the process of film/television production. Supplemental materials, including video-recorded lectures, assigned textbook readings and hand-outs, video or audio resources, or other materials will be available online. Students will have a weekly written assignment (100-250 words).

Additional activities, such as field trips, film festival screenings, guest speakers, etc, may be scheduled on days and times outside of designated class times. All activities will be communicated in a timely manner by the Instructor. If a student is unable to attend because of a scheduling conflict, the student will <u>not</u> be penalized. These extracurricular activities are meant for personal career and skill enhancement.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Students will demonstrate essential skills to be able to perform in a Key Creative position (Director, Producer, Director of Photography, Production Designer, etc) in designing, planning and executing a successful film shoot.

OBJECTIVE 2 - Students will describe the on-set film production process, as well as the essential personnel and organizational structure.

OBJECTIVE 3 - Students will explain a "day on the set" operational workflow and schedules for all departments.

OBJECTIVE 4 - Students will outline career planning and strategies to develop additional requisite skills and knowledge base to achieve their career goals.

GRADING CRITERIA
1) **Written Tests – 30% (total)**
    Midterm Written Exam (15%) will assess the content introduced in video lectures and reading assignments.
    Final Written Exam (15%) will be a comprehensive exam covering all material introduced in the course.

2) **Practical Application – 40% (total)**
Every class session will have a hands-on component where students will engage in learning the equipment and procedures used in on-set film production.

Classes will include **Individual Project Assignments** in which students will execute filmed projects in rotation of Key Creative roles and "below-the-line" roles. Grades will reflect work done on all projects, but will be weighted more heavily on execution of Key Creative assignments.

3) Written Assignments of Assigned Reading – 15%
Required textbook reading is an important component of the course, as it provides instruction on how to most effectively implement the skills discussed in class lectures and lab demonstrations. Each reading assignment will be accompanied by a written assignment to assess the student's comprehension of the material.

Written assignments must be a minimum of 100 words and a maximum of 250 words, double-spaced, using appropriate grammar, spelling and sentence structure.

4) Analytical Assignments -- 15%
Students will be given assignments based on analyzing scenes, shots, scripts, or other elements of known films or television shows. Students should select their works from Netflix.

Classroom Conduct and Professional Development
Students are expected to adhere to the guidelines for class attendance, on-time performance and class preparation. Students should also aspire to be productive, positive, and work with cooperative interaction and conduct with fellow students and the instructor.

All assignments are expected to be ready to submit by the beginning of class.

COURSE WEIGHTS:
Midterm Written Exam =   15%
Final Written Exam =   15%

Practical Labs and Individual Projects =   50%
Assigned Reading Assessments =   20%

TOTAL   100%

Grades will be assigned according to the following scale:

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

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

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

<u>COURSE CALENDAR</u>
NOTE: Remember, this schedule is subject to change to better suit the pace of the class. Any adjustments will likely be for the students' benefit. Of course, any and all changes will be discussed beforehand with the class.

LESSON ONE: "PICTURE'S UP!": INTRODUCTION TO FILM PRODUCTION
- The structure of the course and the overall program, student and instructor goals, expectations and responsibilities
- An overview of the entire film production process, from Development to Production to Distribution; the organizational structure of departments; and an understanding of the unions and guilds
- Key Creative positions' creative and managerial responsibilities in all phases of filmmaking
- Production skills, from developing schedules and budgets to implementing shot lists, callsheets, communication protocols, standard on-set operations, licenses and clearances, and managing various departments
- Practical Lab Assignment:
  - Class organization for production
- Required Reading:
  - "The Production Assistant's Handbook" (PDF provided by Instructor)
- Written Assignment per Instructor

LESSON TWO: "THE MONEY SHOT": LIGHTING AND MOVEMENT FOR CAMERA

- Theoretical concepts in practice for master scene coverage and camera angles, as well as alternative methods of scene construction
- Cinematic shot composition and the "visual language"
- Essential concepts and functions of cameras utilized in professional film production
- Theoretical concepts of lenses and settings
- Basic lighting techniques
- Basic lighting theory, including color temperature, intensity, angle, shadows, gels, diffusion, high- and low-key styles, and "zone theory"
- Fundamentals of electricity and electrical distribution, as applied to film production and essential safety procedures
- Fundamentals of camera movement with dollies, jibs, sliders, steadicams, cranes, shoulder mounts, and other devices utilized in professional film production
- Practical Lab Assignment:
  - Instructor-led equipment orientation
- Required Reading:
  - Prince, Chapter 1 "Film Structure"
- Written Assignment per Instructor
- Analytical Assignment:
  - Assigned Scene Breakdown: Re-creating the shot list from a completed scene in a film

LESSON THREE: "MAKE YOUR DAY": PRODUCTION DEPARTMENTS
- Developing and executing a shot list
- Scheduling effectively for multiple shots and scenes
- Protocols and procedures for managing on-set crew and working with cast
- Union and guild rules for daily operations
- Working with Assistant Directors and Production Assistants, from pre-production to completion of production
- Working with the Production and Accounting Office staff, from pre-production to completion of production
- Practical Lab Assignment:
  - Instructor-led equipment orientation
- Required Reading:
  - Katz, Part I "Visualization: The Process" & Part II "Elements of the Continuity Style"
- Written Assignment per Instructor
- Analytical Assignment:
  - Assigned Scene Breakdown: Re-creating the lighting plot and camera/ dolly blocking from a completed shot in a film

LESSON FOUR: "MAKE THE CUT": MATERIALS FOR POST-PRODUCTION
- Editorial preparation for on-set practices
- Script Supervisors in pre-production and on set
- Sound Department in pre-production and on set
- Media Management in pre-production and on set

- Video Village and Digital Image Technicians
- Technical specifications for file type, resolution, compression and other factors that affect digital transfer from Production to Post-Production
- Technical specifications for film stock to lab development to digital intermediary
- Process and specifications for Dailies
- Practical Lab Assignment:
    - Setting up and executing a complete scene, from lighting to blocking to filming, under Instructor's direction
- Required Reading:
    - Prince, Chapter 2 "Cinematography"
- Written Assignment per Instructor
- Analytical Assignment:
    - Identifying visual motifs within a film or television show and mapping their use or adaptations within the narrative
- Individual Project Assignment:
    - Scriptwriting for Individual Project Assignment ("Diner" scene project: 2-3 characters in the single location of a diner)

LESSON FIVE: "MISE EN SCENE": VISUAL STYLE IN ART DEPARTMENT AND CHARACTER DESIGN
- Design of the "story world" with Art Department
- Design of the characters with Costume and Hair/Makeup
- Art Department hierarchy and sub-departments
- The role of concept art and sketches in pre-production
- Storyboards as tools for execution of visual style
- Lighting plots based on Art Department and character design
- Camera blocking based on Art Department and Character design
- Practical Lab Assignment:
    - Setting up and executing a complete scene, from lighting to blocking to filming, under Instructor's direction
- Required Reading:
    - Prince, Chapter 3 "Production Design"
- Written Assignment per Instructor
- Analytical Assignment:
    - Identifying elements of character design within a film or television show and mapping their use or adaptations within the narrative
- Individual Project Assignment:
    - Rewriting for Individual Project Assignment, per notes from Instructor
    - Pre-production work for filming

LESSON SIX: "BACK TO ONE": PRE-PRODUCTION PREPARATION
- Casting protocols and procedures for union productions
- Working with Casting Directors and Talent as a Key Creative
- Cast deal memos, union contracts, payroll and escrow procedures for Talent
- Crew deal memos and payroll procedures for union productions

- Basic production business structure for liability and fiduciary responsibility for Key Creatives
- Essential insurance for production, including Inland Marine, Workmans Comp, E&O, General Liability, Stunts/Pyrotechnics, etc
- Basic procedures for copyright, life rights, story options and intellectual property
- Location scouting and management procedures
- Transportation Department coordination of production vehicles
- Process of rewriting for production needs as a Key Creative
- AD & Production Office procedures for script rewrites and schedule changes
- Purpose and process of the Production Meeting, including responsibilities for Production Office, Assistant Directors, Department Heads and Key Creatives
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Katz, Part III "The Workshop"
- Written Assignment per Instructor
- Individual Project Assignment:
  - Pre-production work for filming

LESSON SEVEN: "IN THE CAN": POST-PRODUCTION TO DISTRIBUTION
- Picture Lock and process of conforming to film and/or DCP
- Sound Editing and Mixing process and procedures, including ADR, Foley, Music Supervision and Original Scoring
- Color Correction and Finishing process in Post-Production
- Electronic Press Kit (EPK) during the Production process to prepare for Distribution and Marketing
- Deliverables for distribution, including conformed film/DCP, sound "stems," EPK, one-sheets and other common materials
- Relationship of Sales Agents to Distribution
- The "Production Bible" of paperwork and the responsibilities of Assistant Directors, Production Office and the Key Creatives
- Clearances and releases required during production for distribution purposes
- Chain of Title from Development to Production to Distribution
- **Midterm Written Exam**
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Prince, Chapter 5 "Editing" and Chapter 6 "Principles of Sound Design"
- Written Assignment per Instructor
- Individual Project Assignment:
  - Pre-production work for filming

LESSON EIGHT: "IT'S NOT WHAT YOU KNOW; IT'S WHO": NETWORKING AND CAREER DEVELOPMENT FOR KEY CREATIVES
- Professional relationships and division of responsibilities for interdisciplinary Key Creatives

- Essential crew management skills for Key Creatives
- Essential Talent and Agent management skills for Key Creatives
- Resume building for Key Creatives, compared to below-the-line crafts
- Curriculum Vitae (CV) building for Key Creatives pursuing Academia
- Websites, business cards, social media and integrated marketing/branding for Key Creatives
- Networking tactics and relationship-building for Key Creatives and below-the-line crafts
- Film festivals and four-walling tactics and expectations
- Developing crew rosters and talent pools for future projects
- Essential relationship-building with Agents and Managers
- Essential relationship-building with Financiers, Studios, Networks
- Pitch decks and prospectuses templates and examples
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Prince, Chapter 9 "Hollywood International"
- Written Assignment per Instructor
- Analytical Assignment:
  - Identifying elements of editorial rhythm and timing within a film or television show and mapping their use or adaptations within the narrative
- Individual Project Assignment:
  - Pre-production work for filming

LESSON NINE: "ROLLING!": PREPARATION FOR FINAL STUDENT PROJECT(S)
- Key Creative role assignments for Final Student Projects
- Scriptwriting for Final Student Projects
- Production Meetings for Final Student Projects
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Katz, Part IV "The Moving Camera"
- Written Assignment per Instructor
- Individual Project Assignment:
  - Pre-production work for filming
  - Preparation for Final Student Project(s)

LESSON TEN: "ROLLING, ROLLING!": PREPARATION FOR FINAL STUDENT PROJECT(S)
- Scriptwriting for Final Student Projects
- Production Meetings for Final Student Projects
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Prince, Chapter 7 "The Nature of Narrative in Film"
- Written Assignment per Instructor

- Individual Project Assignment:
  - Pre-production work for filming
  - Preparation for Final Student Project(s)

LESSON ELEVEN: "STILL ROLLING!": PREPARATION FOR FINAL STUDENT PROJECT(S)

- Scriptwriting for Final Student Projects
- Production Meetings for Final Student Projects
- Practical Lab Assignment:
  - Individual Project(s) led by students
- Required Reading:
  - Prince, Chapter 10 "Film Criticism and Interpretation"
- Written Assignment per Instructor
- Individual Project Assignment:
  - Pre-production work for filming
  - Preparation for Final Student Project(s)

LESSON TWELVE: "AND… ACTION!": FILMING FINAL STUDENT PROJECT(S)

- Scriptwriting for Final Student Projects
- Production Meetings for Final Student Projects
- Practical Lab Assignment:
  - Filming Final Student Project(s)
- Required Reading:
  - Prince, Chapter 11 "Models of Film Theory"
- Written Assignment per Instructor
- Individual Project Assignment:
  - Pre-production work for filming
  - Preparation for Final Student Project(s)

LESSON THIRTEEN: "AND… CUT!": FILMING FINAL STUDENT PROJECTS

- Review for Final Written Exam
- Practical Lab Assignment:
  - Filming Final Student Project(s)
- Individual Project Assignment:
  - Pre-production work for filming
  - Preparation for Final Student Project(s)

LESSON FOURTEEN: "PICK UPS": FILMING FINAL STUDENT PROJECTS

- Review for Final Written Exam
- Practical Lab Assignment:
  - Filming Final Student Project(s), if needed

LESSON FIFTEEN: "THAT'S A WRAP!": DAILIES SCREENING & FINAL WRITTEN EXAM

- Dailies screening
- Open discussion of process

- Course Survey
- **Final Written Exam**

LESSON SIXTEEN: "RED CARPET PREMIERE": PREPARATION FOR INDUSTRY AND INDUSTRY GUEST SPEAKERS / TOURS
- Review of Final Written Exam
- Open discussion of career goals
- Industry Guest Speaker TBA
- Tour of Professional
- Tour of Professional Production Studios and Partnered Industry Vendors
- Homework Assignment:
  - Go make more movies

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

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

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

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

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

GEORGIA FILM ACADEMY – 6020
CAMERA & LIGHTING FOR CINEMATOGRAPHERS I
COURSE SYLLABUS

Credits: 4
Prerequisite: GFA 6000: Proseminar in Film & Television Production for Key Creatives
Classroom: Online via D2L, and live teleconference (eg. Zoom); In-Person at OFS Studios
Instructor: Brian Gunter
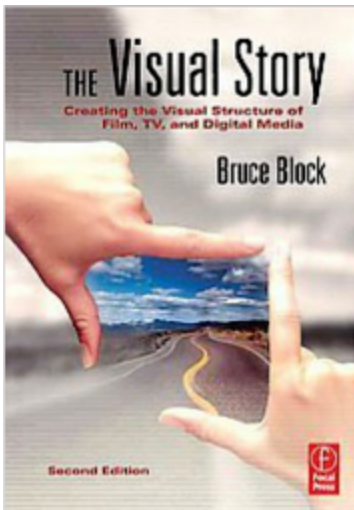**Contact email**: Brian.Gunter@usg.edu
Section: 1
Semester: Spring 2021
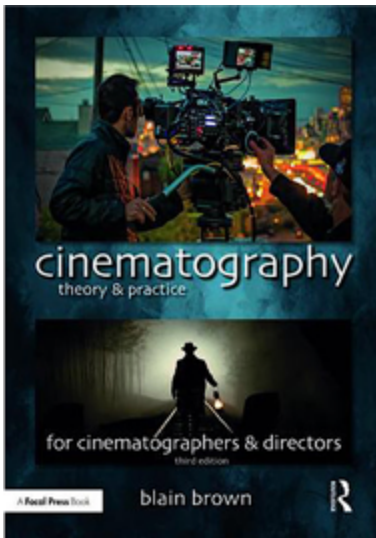**Class Sessions**: Mondays 12pm-4pm
Office Hours: by appointment

Required Textbooks:
The Visual Story - Creating the Visual Structure of Film, TV, and Digital Media
Block, Bruce; Second Edition

Cinematography - Theory and Practice - Image Making for Cinematographers and Directors
Brown, Blain; Third Edition

Suggested Digital Series:
Hollywood Camera Work: The Master Course in High-End Blocking & Staging
https://www.hollywoodcamerawork.com/the-master-course-in-high-end-blocking-and-staging.html

Materials/Tools Required:
Laptop computer (PC or Mac) with Internet Access
Multi-tool
Flashlight
Leather-palmed gloves
Closed-toe shoes
Clothing appropriate for physical labor

COURSE GOAL

GFA 6020: Camera & Lighting for Cinematographers I will offer a foundation for students to tell a written story in a visual means through hands-on instruction. Students will learn the fundamentals of design and application of the theory of light behavior in relation to the camera, with a focus on location shooting and manipulation of available light. Students will develop an understanding of camera placement and movement, lens choices, and photographic tools to enhance the image.

COURSE DESCRIPTION

GFA 6020: Camera & Lighting for Cinematographers I will equip students with the skills and knowledge of set lighting and the use of the camera on a motion picture or episodic television set, with an emphasis on visual storytelling.

Students will participate in goal-oriented class projects to demonstrate a working knowledge of lighting design and theory, camera placement and movement, lens selection, power distribution, fixture identification, set protocol and etiquette, setting lamps, department lingo, light theory, motion picture photographic theory, post production image manipulation, and other crucial skills to work as a Cinematographer. An emphasis will be placed on set etiquette, including but not limited to, participation in exercises, attitude, professionalism and technique on and off set.

This course introduces lighting on location, providing students with the knowledge to rig and light the most common situations a set lighting crew faces – day exteriors, day interiors, night exteriors and night interiors. In preparation for lighting a particular location, students will participate in location scouting to ascertain all resources needed – equipment, manpower and time. Contingent on securing a remote location, the class will choose a script with several scenes in one particular location, and then will light and "shoot" the various scenes.

Upon completion of this course, students will be ready to embark on the process of visually translating the written word. This knowledge includes, but is not limited to, the theory, techniques, equipment, terminology, communications, specifications, and practices used by Cinematographers. Students will be required to demonstrate a thorough understanding of the manipulation of light and camera techniques for visual storytelling in feature films and cinematic television.

METHODS OF INSTRUCTION

The course will be presented through lectures, discussions, audio-visual materials, demonstrations, written and reading assignments, tests, participatory exercises and assessments of student demonstrated skills. The industry is a labor intensive hands-on endeavor, so the degree of engagement and the level of demonstrated skills will be considered a barometer of the students' progress.

A discussion board and/or Facebook page may be set up so the students and instructors can discuss the material, lessons and ideas learned in practical application on the set.

Students will be urged to seek out supplemental material pertaining to camera and lighting. Students will also be encouraged to learn by asking questions of themselves as they study the behavior of light in everyday situations.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Students will demonstrate essential skills of visual storytelling, including set lighting, camera placement, movement, and lens selection.

OBJECTIVE 2 - Students will describe the creative and technical process for lighting and filming a motion picture scene, including the essential personnel and organizational structure.

OBJECTIVE 3 - Students will explain the operational workflow for Camera and Lighting processes, from pre-production planning, to production execution, to post-production image manipulation.

OBJECTIVE 4 - Students will demonstrate requisite on-set safety procedures.

GRADING CRITERIA
1) Written Tests – 30%
> **Tests:** There will be three to four comprehensive tests, with the last one being a final exam. The tests will be given contingent on the pace of the class. The exact times and test content may change, depending on where the class is regarding the material. Tests will be cumulative of all preceding lessons.

2) In-class assignments, participation and exercises – 40%
> **In class assignments**: Almost every class session will have a hands-on component in which students will engage in learning how to work with the equipment. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal in-class activities.

3) Homework Assignments – 30%
> **Homework**: The homework will include assigned reading from the textbook(s). Material from the book(s) will be included on the tests. There will also be exercises that will require students to download frame grabs from a movie or television show or print advertising and discuss the lighting; making location notes; schematic diagrams of lighting setups, etc. In addition, there will be pop quizzes on the reading material, and these grades will be integrated into the homework grade.
>
> Homework received after the date assigned will be graded no higher than a 50. Work received more than two days late will be graded as a zero.

Classroom Conduct and Professional Development
Students are expected to adhere to the guidelines for class attendance, on-time performance and class preparation. Students should also aspire to be productive, positive, and work with cooperative interaction and conduct with fellow students and the instructor.

All assignments are expected to be ready to submit by the beginning of class.

COURSE WEIGHTS:
Written Tests =	30%
In Class Assignments =	40%
Homework Assignments =	25%
Self-Assessments =	5%
TOTAL	100%

Grades will be assigned according to the following scale:

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

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

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

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

LESSON ONE: INTRODUCTION TO THE COURSE
- The structure of the course..
- Student and instructor goals, expectations and responsibilities.
- The five stages of motion picture completion.
- Typical day on set for the camera department and the lighting department.
- Homework: students are to write a short paper (4-6 pages) detailing any previous involvement in the film industry or related fields, showcasing any experience they may have; their interest in the course, and their goal coming out of this class.

LESSON TWO: ELECTRICAL DISTRIBUTION
- Typical electrical distribution on set. Main theories will be presented, and the equipment used will be laid out for hands-on work.
- Safety requirements for Electrical Distribution.
- Homework assignment: layout a complete "typical" distribution system from the power source to the load sources (lamps). Indicate cable sizes/types; amperage loads, distribution equipment, power source, the line side, the load size, etc.

LESSON THREE: LIGHTING INSTRUMENTS
- Lighting fixtures (fresnels, PARs, Lekos, Kinos, broads, etc).
- Lamps used (tungsten, gas discharge, LED, etc).
- Stands and rigging.
- Safety requirements for Lighting Instruments.

LESSON FOUR: LIGHTING TECHNIQUES & THEORY
- Controlling the color, quantity, quality, exposure, direction, etc. of light.
- How light behaves and how we make it do what we want it to do in order to visually impact the script/story.
- Reading Lighting Plots.
- Working with Storyboards.
- Safety requirements for planning.

LESSON FIVE: LIGHTING TECHNIQUES & THEORY, CONTINUED
- Controlling the color, quantity, quality, exposure, direction, etc. of light.
- How light behaves and how we make it do what we want it to do in order to visually impact the script/story.
- Creating Lighting Plots.
- Setting up and executing Lighting Cues.
- Safety requirements for planning.

LESSON SIX: INTRODUCTION TO THE CAMERA
- Shot sizes and types
- Focal length
- Framing and perspective
- Staging upwards and downwards
- Managing the line
- Coverage
- Spatial continuity
- Open and closed framing
- Right angle, outwards and parallel cameras
- Letter shapes and camera plots: I
- Letter shapes and camera plots: A
- Letter shapes and camera plots: L
- Letter shapes and camera plots: U, II, O
- Scattered characters

LESSON SEVEN: COMPOSITION FOR THE CAMERA
- Temporal continuity
- Expanding and contracting time
- Transforming cameras
- Covering stops
- Motivations for character movement
    - motivations for stopping
    - script stagings: motivations for movement
- Intimacy, honesty and power
    - script stagings: intimacy, honesty and power
- Managing the line:
    - moving lines part I
    - moving lines part II
- Coordinating foreground and background
- Deep staging
    - part I: static
    - part II: shifting depth; depth of field in – depth
- Depth of field - in depth
- Managing focus and rack focus
- Mirrors, hotspots and shadows

LESSON EIGHT: THE MOVING CAMERA
- Challenges of Storyboarding
- Thinking in parallel
- Thinking in keyframes
- Thinking backwards
- Script staging: Parallel staging and keyframes
- Pan:
    - keyframe to keyframe
    - reframe and regroup
    - start on, reveal, end on

- ○ search, shift, swish
- ○ hand off
- Blocking – transitions
- Parallax and the value of foreground
- Track:
  - ○ coordinating foreground
  - ○ keyframe to keyframe
  - ○ keyframes on opposite sides of the line
  - ○ deep staging
  - ○ early and late arrival into keyframe
  - ○ parallel
  - ○ start on, reveal, end on

LESSON NINE: THE MOVING CAMERA, CONTINUED
- Track:
  - ○ hand off
  - ○ opening and closing space
  - ○ personal and impersonal
  - ○ back parallax and unrest
  - ○ regroup
  - ○ reframe
  - ○ timed master move
  - ○ master push
  - ○ close push
  - ○ low push, high push
  - ○ pull
  - ○ converge and counter
  - ○ pivot
  - ○ pivot – reveal
  - ○ around
  - ○ pan and track: rack focus
- Boom and crane
  - ○ keyframe to keyframe, parallel
  - ○ start on, reveal, vertical converge
  - ○ pivot, pivot – reveal
  - ○ low/high push; high/low push

LESSON TEN: PLANNING CAMERA BLOCKING
- A notation system for blocking
- The checklist: seven essential blocking steps
- Script staging: "change of plans"
  - ○ "change of plans" blocking
  - ○ "change of plans" cut
- Script staging: "under attack"
  - ○ "under attack" blocking
  - ○ "under attack" cut
- Script staging: "not a suspect"
  - ○ "not a suspect" blocking

○ "not a suspect" cut

LESSON ELEVEN: PLANNING CAMERA BLOCKING, CONTINUED
- Script staging: "system failure"
  ○ "system failure" blocking
  ○ "system failure" cut
- Script staging: "custody"
  ○ "custody" blocking
  ○ "custody" cut
- Script staging: "a terrible mistake"
  ○ "a terrible mistake" blocking
  ○ "a terrible mistake" cut
- Script staging: "the curse"
  ○ "the curse" blocking
  ○ "the curse" cut
- Adjusting for widescreen and scope

LESSON TWELVE: HOT MOVES
- Course review
- Bigger and better
  ○ part I: parallax
  ○ part II: pivots
  ○ part III: keyframes, etc.
- Grid theory
- Stacked moves
- Angle on a path
- Roll
- Fear of heights
- Fly-throughs and air-chases
- Wrap

LESSON THIRTEEN: PRACTICAL APPLICATION
- Class shooting projects

LESSON FOURTEEN: PRACTICAL APPLICATION, CONTINUED
- Class shooting projects

LESSON FIFTEEN: PRACTICAL APPLICATION, CONTINUED
- Class shooting projects

LESSON SIXTEEN: FINAL EXAM
- Class project review
- Course Surveys
- Final Written Exam

GFA CLASS POLICIES
1. **Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**

2. **All students must remain in GFA campus-designated areas only, and are restricted from all other areas on site at film studios.**
3. **Students on campuses located at film studios may be issued badges and should have those badges with them at all times they are on location.**

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

ATTENDANCE

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

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

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week, you cannot miss more than 2 class sessions and pass the course.

GEORGIA FILM ACADEMY – 6040
POST PRODUCTION FOR STORYTELLERS I
COURSE SYLLABUS

Credits: 3
Instructor: Benjamin Hershleder, Avid Certified Instructor
Instructor email: Benjamin.Hershleder@usg.edu
Section: 1
Semester: Fall 2020
Class Sessions: Fridays 9-12
Classroom/Campus: Online with Desire 2 Learn (D2L) and Remote Access Avid systems
Office Hours: by appointment

Required Texts:

1. MC101 – Fundamentals 1 Book (provided as E-book by GFA)

2. MC110 – Fundamentals 2 Book (provided as E-book by GFA)

3. *In the Blink of an Eye: A Perspective on Film Editing*, 2nd Edition,
   by Walter Murch ISBN-13: 978-1879505629 / ISBN-10: 1879505622

4. *The Art of the Cut*, 1st Edition, by Steven Hullfish ISBN-13: 978-1138238664 / ISBN-10:
   9781138238664

Required Materials/Tools:

1. Personal Computer (Mac or PC) with a minimum of 8GB of RAM (additional technical details
   below).

2. Hard Drive – 1 TB Hard Drive – 7200rpm or Solid State (SSD). USB-2, USB-3, USB-3.1, or
   USB-C (adapter may be required)

3. Circumaural (over the ear) headphones are recommended, as the professional standard. Ear-buds
   are acceptable for learning purposes.

4. MC101 and MC 110 Projects and Media Files (Provided by GFA)

5. Avid Software (provided by GFA as remote access through a secure VPN (Provided by GFA)

Suggested Books:

1. *The Avid Media Composer Cookbook*, by Benjamin Hershleder ISBN: 9781849693004

2. *Avid Editing: A Guide for Beginning and Intermediate Users*, 6th Edition, by Sam Kauffmann;
   Includes Avid projects and media (digital files) ISBN: 9780240818566

COURSE GOAL

GFA 6040: Post Production for Storytellers I showcases industry standard workflows and best practices in film and television post production for editing in Avid Media Composer. Editing techniques focus on technical skills for implementing a creative vision at a professional level, from media organizational structure to completed deliverables.

COURSE DESCRIPTION

This course will introduce the concepts, terminology, and general/common workflows of contemporary digital post production. Students will be introduced to Media Composer, Avid Technology's industry leading film/video editing software. Topics will include essential functions, such as media management, ingestion of digital files, the EDL (Edit Decision List), utilizing assets like fonts and graphics, color correction and basic finished file exports and deliverables.

Students will develop their skills by working on narrative and documentary projects, under the instructor's advisement. Selected software topics will be chosen primarily from Avid's certified training courses "Fundamentals of Avid Editing 1" (a.k.a. MC101) and "Fundamentals of Avid Editing 2" (a.k.a. MC110). Students will be provided with both of these Avid Certified course books. Students in this course will acquire the introductory skills necessary to create a "Rough Cut" with Avid Media Composer and share it with others on the creative team via a digital file that includes a Timecode Burn-In Window.

METHODS OF INSTRUCTION

The course will be presented through lectures, audio-visual materials, discussions, demonstrations, assignments, quizzes, homework (reading, editing), and assessments of skills and knowledge.

- It is each student's responsibility to ask questions if a concept, process or technique is unclear. This is as true in the classroom as it is in the workplace. Ask questions.

- Staff, faculty, and students will strive to maintain a respectful, professional, positive and collaborative learning and working environment.

- **WARNING**: systems _may_ use an application called "Deep Freeze," or another similar application. This means that system configurations are locked. Any files added to the systems _will be deleted_ when the system is shut down. This means that you _must_ keep necessary files (e.g. Avid User Settings, graphics, fonts, etc.) on your personal external hard drive, and/or on your personal Cloud Storage.

ABOUT ONLINE INSTRUCTION

This class will be delivered virtually through live webinars delivered via teleconferencing, a digital classroom via Desire 2 Learn (D2L), and hands-on exercises and quizzes to be completed by the student outside of class. Live webinars will be conducted every scheduled class session. There will be breaks. The session will be recorded, and will be uploaded to our virtual classroom on D2L for replay. Uploads to D2L are not immediate. Please allow at least 12 hours from completion of class for the upload to be available — though, of course, we will strive to upload ASAP after the end of a session. You will receive email notification when videos, quizzes, or any other materials are made available. The email notification may come directly from your instructor, or it may come as an "Announcement" through the D2L system.

ADDITIONAL LEARNING RESOURCES

- Avid Media Composer Help Files (installed along with the application).

- Avid Media Composer Online Community Forum: http://community.avid.com

- CreativeCow.net

- Avid Editors of Facebook group: https://www.facebook.com/groups/mediacomposer

- Avid provides some free, short videos that will be helpful: http://bit.ly/avid-videos
- www.LinkedInLearning.com provides Avid Media Composer video tutorials which can be very helpful for studying and reviewing. LinkedIn Learning may be available for free through your home institution. If your institution does not offer it for free, LinkedIn Learning provides a **30-day free trial**. Following that, you can access it for $35/month, on a month-to-month basis.

STUDENT LEARNING OUTCOMES
1. Create a "Rough Cut" with Avid Media Composer and share it with others on the creative team via a digital file that includes a Timecode Burn-In Window.
2. Demonstrate a familiarity with tools, techniques, and nomenclature relating to editing, audio mixing, audio effects, visual effects, color correction, and digital file delivery.
3. Utilize basic post-production workflows, organization and project management, including ingest, output, media management, file redundancy/backup, and long-term archival of digital assets.
4. Describe industry working conditions, hierarchical organization, and employer expectations of aptitude, attitude and professionalism.

GRADING CRITERIA
- **EXAMS – 40%**
  - **Mid-Term Examination (20%)**
  - **Final Examination (20%)**
- **IN-CLASS ASSIGNMENTS, PARTICIPATION, AND EXERCISES – 30%**
  In class assignments: Most class sessions will have a practical application component in which students will engage in learning how to work with the tools. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal activities.
- **WEEKLY QUIZZES – 30%**
  Each week, students will be required to complete a quiz. This quiz will help you to review the week's lessons. Quizzes may be administered in-class or via an online portal. Homework assignments may be communicated in class and/or online. No late work will be accepted nor make up exams administered. This course will reflect industry professional practices.

Grades will be assigned according to the following scale:
   A = 90 - 100%
   B = 80 - 90%
   C = 70 - 80%
   D = 60 - 70%
   F = Below 60%

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

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

COURSE CALENDAR

NOTE: Remember, this schedule is subject to change to better suit the pace of the class. Any adjustments will likely be for the students' benefit. Of course, any and all changes will be discussed beforehand with the class.

LESSON ONE
- Distribution of Avid Projects and Media Files to all students
- Verify correct installation of Avid projects and media
- A brief History of Editing
- Introduction of technical concepts (e.g. Double System in production + Syncing in post. Edgecode. Timecode. Video Compression Methods [intra- vs inter-frame]. Codecs. Container/Wrapper. Sample Rate. Raster sizes and nomenclature. Aspect Ratio. Linear vs. Non-Linear Editing, etc.)

LESSON TWO
- Quiz on topics from previous class and any assigned reading
- General overview of acquiring digital footage during production (separate audio, LUTs, redundant backup e.g. Shotput)
- Management of Assets (camera files, graphics, fonts, music, etc.) outside of the editing application
- Compare & Contrast an Adobe Premiere Project vs Avid Media Composer (physical structure and naming schemes)
- Compare & Contrast media file management in Adobe Premiere vs Avid Media Composer.
- Create a Media Composer project
- Master Clip's linked relationship to the media file(s) and sub-clips
- Sequence as a list of instructions
- Begin Documentary Project

LESSON THREE
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC101 as an Introduction to Avid Media Composer: The interface, Bins, Column Data + Custom Columns, Bin Views, Folders, Workspaces. Editing Tools: Splice, Overwrite, Extract, Lift. Marking and 3-Point Editing. Mark Clip. Clearing Marks
- General strategies for Project Organization within the editing application
- Continue Documentary Project

LESSON FOUR
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC101: Patching. Segment Mode Tools + Smart Tool behavior
- Trim Mode Trimming and Smart Tool Trimming concepts and nomenclature

- Trim Mode interface
- Continue Documentary Project

LESSON FIVE
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC101: Trimming using Slipping Mode, and Sliding Mode
- Continue Documentary Project

LESSON SIX
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC101: Audio Tool
- Audio Mixing in the timeline
- Audio Mixing using the Audio Mixer Tool (Clip Mode)
- Audio Mixer Fast Menu selections
- Timeline Views
- Continue Documentary Project

LESSON SEVEN
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC101: Audio Keyframing (a.k.a. Audio Rubberbanding and Volume Automation)
- Selected topics and exercises from MC110: Introduction to transition effects and the concept of "Handle"
- Introduction to 2+ Layer effects (e.g. PIP, Titles, Superimpose)
- Monitoring
- Video Quality Menu
- Overview of Nesting Effects
- Rendering definition and methods of execution
- Continue Documentary Project

LESSON EIGHT
- Midterm Exam Review
- Midterm Exam
- Presentation of Documentary Project

LESSON NINE
- Quiz on topics from previous class and any assigned reading.
- Selected topics and exercises from MC101 and MC110: Introduction to concepts of Keying (Luma, Chroma, Mattes, Masks, Alpha Channel)
- Keyframe animation
- Timecode Burn-In Effect
- Creating an Effect Template
- Exporting a digital file for review purposes
- Begin Narrative Scene Project

LESSON TEN
- Quiz on topics from previous class and any assigned reading
- Selected topics and exercises from MC110: Introduction to Audio Equalization (EQ)
- Using the EQ Tool
- Introduction to segment-based Audio Suite Effects
- Continue Narrative Scene Project

LESSON ELEVEN

- Quiz on topics from previous class and any assigned reading.
- Selected topics and exercises from MC110: Introduction to Track-based Audio Effects
- Continue Narrative Scene Project

LESSON TWELVE
- Quiz on topics from previous class and any assigned reading
- Low-Res Offline/Online Workflow: acquisition of camera production files, AMA-linking, Consolidating, Transcoding
- Definition of "Proxy"
- Continue Narrative Scene Project

LESSON THIRTEEN
- Quiz on topics from previous class and any assigned reading
- AAF Export Definition and Methods
- General Workflow for Transfer/Handoff to Pro Tools
- General Workflow for Transfer/Handoff to DaVinci Resolve for Color Grading
- General concepts of creating the Master
- Continue Narrative Scene Project

LESSON FOURTEEN
- Quiz on topics from previous class and any assigned reading
- Examination / Familiarization with the work of collaborators using OVERVIEW
- Photoshop, After Effects, Mocha, Fusion, Nuke, etc.
- Finish Narrative Scene Project

LESSON FIFTEEN
- Quiz on topics from previous class and any assigned reading
- Course Survey
- Final Review
- Final Exam
- Presentation of Narrative Scene Project

LESSON SIXTEEN

- Overflow topics
- Career development with networking, resumes and industry opportunities

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2. **All students must remain in GFA campus-designated areas only, and are restricted from all other areas on site at film studios.**
3. **Students on campuses located at film studios may be issued badges and should have those badges with them at all times they are on location.**

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

ATTENDANCE
Students are expected to be punctual and attend all classes for which they are registered. Instructors will keep an accurate record of class attendance. Students anticipating an absence or tardy should contact the instructor in advance or provide notification as soon as possible. It is the responsibility of the student to

account for instructional time missed and to seek permission for make-up work at the discretion of the instructor. If the student does not attend classes, submit assignments, or, when applicable, contact instructors in a timely manner (either in person, phone, or e-mail), a failing grade(s) may be issued.

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

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

GEORGIA FILM ACADEMY – 7020
CAMERA & LIGHTING FOR
CINEMATOGRAPHERS II COURSE SYLLABUS

Instructor: Brian Gunter
Credits: 3
Pre-requisite: 6020
Classroom: Trilith - Sound Stage A
Office hours: One hour before class, by appt.
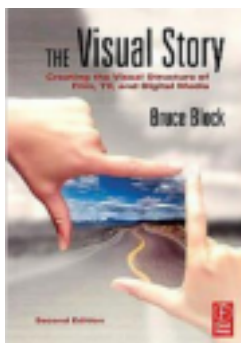Email: brian.gunter@usg.edu

Strongly suggested text:

Cinematography – Theory and Practice – Image Making for Cinematographers and Directors Blain Brown; 3rd edition
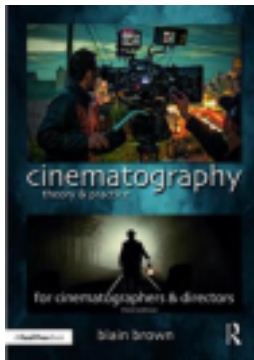
Suggested text:

The Visual Story – Creating the Visual Structure of Film, TV and Digital Media Bruce Block – 2nd edition

Strongly suggested digital series:

Hollywood Camera Work: The Master Course In High-End Blocking & Staging hollywoodcamerawork.com

We will view and discuss several volumes of this series
Permission granted by the owner and developer to be used in an educational setting

MATERIALS/TOOLS REQUIRED:

Laptop computer (PC or Mac) with Internet Access
Leather-palmed gloves (able to withstand heat)
Pen, pencil, notepad
Closed-toe shoes
Clothing appropriate for physical labor

COURSE GOAL:

GFA 7020: Camera & Lighting for Cinematographers II builds upon the foundation established in Camera & Lighting for Cinematographers I, whereby students learned the fundamentals of design and the application of the theory of light behavior in relationship to the camera, with a focus on location shooting and manipulation of available light. The aim of this course is for students to learn to manipulate mood utilizing proper lighting techniques and the tools needed to implement optimal settings. The course provides critical, hands-on instruction for creating and executing lighting designs as a cinematographer. Students will dive into terminology that defines technical elements and aesthetic concerns that a cinematographer is responsible for.

COURSE DESCRIPTION:

GFA 7020: Camera & Lighting for Cinematographers II further equips students with the skills and knowledge of cinematography on a motion picture or episodic television set. Students will build on their foundational knowledge by participating in goal-oriented class projects. Students will also learn about aesthetics, working with other departments, choosing lenses to achieve different audience experiences, continuity, methods and more. Set etiquette will continue to be a high priority including, but not limited to, participation in exercises, attitude, professionalism and technique on and off set. Safety will always be a topic of discussion when appropriate.

METHODS OF INSTRUCTION

The course will be presented through lectures, discussions, audio-visual materials, demonstrations, written and reading assignments, tests, participatory exercises and assessments of student demonstrated skills. The industry is a labor intensive hands-on endeavor, so the degree of engagement and the level of demonstrated skills will be considered a barometer of the students' progress.

Discussions on the presented material will be highly encouraged. A discussion board in D2L and/or Facebook page may be set up where students and instructors can discuss the material, lessons and ideas learned in practical application on the set.

Students will be urged to seek out supplemental material pertaining to camera and lighting. Students will also be encouraged to learn by asking questions of themselves as they study the behavior of light in everyday situations.

Feature films and episodic television are the most challenging filmmaking, from a lighting, electrical, camera and exposure perspective. Competency in the feature film arena will easily translate to other disciplines in the film business. However, the class will also concentrate on shooting on a no-budget production as well, looking for staging opportunities to take advantage of existing light, learning how to take away light to achieve contrast, how to connect keyframes to achieve in one or two shots that may at first appear to require five or six or more shots, etc.

In many instances, specific audio/visual presentations will be identified for further study. Quizzes may be administered upon the discretion of the instructor.

STUDENT LEARNING OUTCOMES

OBJECTIVE 1 - Students will differentiate the various crew positions and hierarchy of both the Set Lighting and Camera Department on a professional film set

OBJECTIVE 2 - Students will analyze and explain the workflow within the Set Lighting and Camera Departments from concept until completion

OBJECTIVE 3 - Students will identify and demonstrate Lighting and Camera Department on-set safety procedures

OBJECTIVE 4 - Students will demonstrate the use of various film and television lighting techniques in regard to color, quality, and quantity

GRADING CRITERIA

1) Class Participation / Performance– 50%
> **In class assignments**: Almost every class session will have a hands-on component in which students will engage in learning how to work with the equipment. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal in-class activities.

2) Homework Assignments – 20%
> **Homework**: The homework may include assigned reading from the textbook(s). Material from the book(s) will be included on the tests. There will also be exercises that will require students to download frame grabs from a movie or television show or print advertising and discuss the lighting; making location notes; schematic diagrams of lighting setups, etc. In addition, there will be pop quizzes on the reading material, and these grades will be integrated into the homework grade.
>
> Homework received after the date assigned will be graded no higher than a 50. Work received more than two days late will be graded as a zero.

3) Midterm Exam – 15%
    Midterm Exam, a written exam that evaluates the content introduced in class lectures and discussions.

4) Final Exam – 15%
    Final Exam, a comprehensive written exam covering all material introduced in the course.

Classroom Conduct and Professional Development
Students are expected to adhere to the guidelines for class attendance, on-time performance and class preparation. Students should also aspire to be productive, positive, and work with cooperative interaction and conduct with fellow students and the instructor.

All assignments are expected to be ready to submit by the beginning of class.

COURSE WEIGHTS:

Class Participation / Performance =	50%
Homework Assignments =	20%
Midterm Exam =	15%
Final Exam =	15%
TOTAL	100%

Grades will be assigned according to the following scale:

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

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

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

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

LESSON ONE: THE ROLE OF A CINEMATOGRAPHER
- What do producers expect from the Cinematographer/Director of Photography?
- Deliverance of the desired imagery in accordance with the Director's vision.
- Hiring competent key crew members –
- One of the main contributors to the overall success of the production

LESSON TWO: TASKS OF A CINEMATOGRAPHER PT 1
- Leading the crew on set; setting tone of the work environment
- Staging the scene in collaboration with the Director

- Finding the shot; overseeing the execution of the shot
- Shooting for the audience and the editor

LESSON THREE: TASKS OF A CINEMATOGRAPHER PT 2
- Delivering footage that can be cut in a sensible and appropriate way.
- Ensuring the matching of the shots
- Choosing the equipment to be used, most notably what camera and lenses are to be used.
- Lighting gear and grip gear,

LESSON FOUR: RELATIONSHIP BETWEEN DIRECTOR AND CINEMATOGRAPHER
- The Director's Vision
- The relationship between the DP and his main collaborators
- Role of Key Collaborators (Production Designer; Camera Operator; Gaffer;Key Grip)
- Role with Actors

LESSON FIVE: LIGHT
- The laws of physics and how they pertain to light.
- How light behaves – reflection, refraction, diffraction, absorption and transmission.
- The study of light. The visible spectrum. The three primary colors of light and the three complimentary colors.
- Why Light? Contrast / mood / supporting the script / character attributes / etc

LESSON SIX: THE QUALITY OF LIGHT
- Hard and soft light
- Limitations of different lights
- Softness on one dimension
- "Give-aways"
- "Cheats"
- Available/ambient light

LESSON SEVEN: LIGHT – THE COLOR AND THE QUANTITY
- Theory of light
- White light
- Psychology of color
- Metering the color
- CRI
- Original HMI

LESSON EIGHT: HOW TO APPROACH AND HANDLE VARIOUS SITUATIONS
- Practical locations
- Stage Sets
- "Lose the light"
- Uncommon equipment

LESSON NINE: ARTISTIC/AESTHETICS – WHO, WHY, WHAT
- Breaking down the script

- Set Lighting Departments tools
- Creating depth with light
- Compromise
- Consistency

LESSON TEN: WORKING WITH OTHER DEPARTMENTS

- Production Design and Set Design
- Location Department
- Grip Department
- Transportation
- ADs and PAs

LESSON ELEVEN: CINEMATOGRAPHY

- The visual language of cinematography
- DP – craft blended with artistic aesthetics, psychologist (relationships)
- An image should convey meaning, mode, tone, atmosphere, subtext on its' own
- Design principles
- Depth
- Rule of thirds

LESSON TWELVE: LENSES

- Lens choice
- Wide lenses
- Longer focal length
- Selective focus

LESSON THIRTEEN: WHAT IS CINEMATIC?

- Perception
- Illusion of reality
- Visual subtext - the frame
- Static Frame - a proscenium
- Moving frame

LESSON FOURTEEN: FROM THE HOLLYWOOD CAMERA WORK SERIES

- The Moving Camera
- Staging and blocking:
- Framing shots: Wide shot or long shot- establishing and/or master.
- Coverage

LESSON FIFTEEN: METHODS

- Master scene method
- Overlapping method
- Entrances and exits

- In-one or "oners"
- POV – point of view.

LESSON SIXTEEN: CONTINUITY AND DIRECTION CONVENTIONS
- Consistency of story, dialogue, and picture
- Audience perspective
- Shoot for the audience
- Screen direction - the action axis - "the line"

IN-CLASS EXERCISES: After the introductory and basic sessions – electrical distribution, setting lamps properly, lamping the fixtures setting the stands properly; the goal for each class will be to participate in a lighting exercise, perhaps at times involving the camera. Depending on location, resources and other matters, an attempt may be made to go to practical locations not "on campus." This will very accurately reflect the very common practice of shooting many different locations throughout the course of a production. Various aspects to attend to are location/permit approval, transportation of both students and equipment, security if needed, etc.

The use of alcohol and/or any drugs while attending class is strictly prohibited. We will be working with electricity, heavy cable and lamps, and on ladders. Anyone under the influence presents a danger not only to themselves but others as well. Anyone who is suspected of being under the influence will be made to leave the class and that day will be marked as an absence. The second time an incident like this occurs, that person will be dismissed from the class permanently.

Proper attire is required. Closed toe shoes are a must in order to participate in any class exercise involving handling and use of the equipment.

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

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

ATTENDANCE

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

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

A student missing 10% or more of class sessions cannot pass the course. In other words, if your class meets one day a week, you cannot miss more than 2 class sessions and pass the course.

GFA - 6000 - Proseminar in Film & Television Production for Key Creatives

2022-2023 Graduate New Course Request

General Information

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2022

Routing Information

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School/Department* | School of Communication, Film and Media

| Is this a School of Nursing or School of Communication, Film and Media course?* | ⦿ Yes ○ No | | Is this a College of Education course?* | ○ Yes ⦿ No |

Course Information

| Course Prefix* | GFA | | Course Number* | 6000 |

| Course Title* | Proseminar in Film & Television Production for Key Creatives |

| Course Type* | Georgia Film Academy |

| Catalog Course Description* | This course is a foundational study of the physical production process for Key Creatives in the
film and television industry. Classroom lectures about the protocols and procedures of filmmaking will be supplemented by lab sessions utilizing industry-standard equipment and
reinforcing on-set procedures for Key Creative positions (i.e., Producer, Director, Director of
Photography, Production Designer, Screenwriter and/or Editor). Topics shall include film production organizational structure; procedures for conception and execution of production; job descriptions and duties in various film craft areas; nomenclature and use of professional on-set film equipment; and managerial functions of each of the Key Creative positions. |

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

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

| Lec Hrs* | 4 |

| Lab Hrs* | 0 |

| Credit Hrs* | 4 |

| Can a student take this course multiple times, each attempt counting separately toward graduation?* | ☐ Yes ☑ No | | If yes, indicate maximum number of credit hours counted toward graduation.* | 0 |

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

Prerequisites	None
Concurrent Prerequisites	None
Corequisites	None
Cross-listing	None
Restrictions	

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `2`

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* The Georgia Film Consortium has developed graduate GFC courses that enable graduate students to earn GFA Certification. The newly developed Master of Science with a Major in Digital and Social Media Communication has plans to incorporate these graduate-level GFA courses into its curriculum and other graduate programs may follow suit.

Student Learning Outcomes* OBJECTIVE 1 - Students will demonstrate essential skills to be able to perform in a Key Creative position (Director, Producer, Director of Photography, Production Designer, etc) in
designing, planning and executing a successful film shoot.

OBJECTIVE 2 - Students will describe the on-set film production process, as well as the essential personnel and organizational structure.

OBJECTIVE 3 - Students will explain a "day on the set" operational workflow and schedules
for all departments.

OBJECTIVE 4 - Students will outline career planning and strategies to develop additional
requisite skills and knowledge base to achieve their career goals.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus＊	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info＊	⦿ Library Resources are Adequate
	⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment＊	20-30

Will this course have special fees or tuition required?＊	☐ Yes	**If yes, what will the fee be?**＊	0
	☑ No		

Fee Justification	N/A

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

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GFA - 6020 - Camera & Lighting for Cinematographers

2022-2023 Graduate New Course Request

General Information

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Desired Effective Semester* Fall

Desired Effective Year* 2022

Routing Information

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School/Department* School of Communication, Film and Media

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

Course Information

Course Prefix* GFA

Course Number* 6020

Course Title* Camera & Lighting for Cinematographers

Course Type* Georgia Film Academy

Catalog Course Description*

GFA 6020: Camera & Lighting for Cinematographers I will equip students with the skills and knowledge of set lighting and the use of the camera on a motion picture or episodic television set, with an emphasis on visual storytelling.

Students will participate in goal-oriented class projects to demonstrate a working knowledge of lighting design and theory, camera placement and movement, lens selection, power distribution, fixture identification, set protocol and etiquette, setting lamps, department lingo, light theory, motion picture photographic theory, post-production image manipulation, and other crucial skills to work as a Cinematographer. An emphasis will be placed on set etiquette, including but not limited to, participation in exercises, attitude, professionalism and technique on and off set.

This course introduces lighting on location, providing students with the knowledge to rig and light the most common situations a set lighting crew faces – day exteriors, day interiors, night exteriors and night interiors. In preparation for lighting a particular location, students will participate in location scouting to ascertain all resources needed – equipment, manpower and time. Contingent on securing a remote location, the class will choose a script with several scenes in one particular location, and then will light and "shoot" the various scenes.

Upon completion of this course, students will be ready to embark on the process of visually translating the written word. This knowledge includes, but is not limited to, the theory, techniques, equipment, terminology, communications, specifications, and practices used by Cinematographers. Students will be required to demonstrate a thorough understanding of the manipulation of light and camera techniques for visual storytelling in feature films and cinematic television.

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

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

Lec Hrs* 4

Lab Hrs* 0

179/199

Credit Hrs*	4

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☐ Yes ☑ No		**If yes, indicate maximum number of credit hours counted toward graduation.** *	0

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

Prerequisites	GFA 6000: Proseminar in Film & Television Production for Key Creatives

Concurrent Prerequisites	None

Corequisites	None

Cross-listing	None

Restrictions	N/A

Status *	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		**Grading** *	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course? *	The Georgia Film Consortium has developed graduate GFC courses that enable graduate students to earn GFA Certification. The newly developed Master of Science with a Major in Digital and Social Media Communication has plans to incorporate these graduate-level GFA courses into its curriculum and other graduate programs may follow suit.

Student Learning Outcomes*	OBJECTIVE 1 - Students will demonstrate essential skills of visual storytelling, including set lighting, camera placement, movement, and lens selection.
	OBJECTIVE 2 - Students will describe the creative and technical process for lighting and filming a motion picture scene, including the essential personnel and organizational structure.
	OBJECTIVE 3 - Students will explain the operational workflow for Camera and Lighting processes, from pre-production planning, to production execution, to post-production image manipulation.
	OBJECTIVE 4 - Students will demonstrate requisite on-set safety procedures.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	20-30

Will this course have special fees or tuition required?*	☐ Yes	**If yes, what will the fee be?***	0
	☑ No		

Fee Justification	N/A

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GFA - 6040 - Post Production for Storytellers I

2022-2023 Graduate New Course Request

General Information

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Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

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School/ Department*	School of Communication, Film and Media

| Is this a School of Nursing or School of Communication, Film and Media course?* | ◉ Yes ○ No | | Is this a College of Education course?* | ○ Yes ◉ No |

Course Information

Course Prefix*

> GFA

Course Number* 6040

Course Title* Post Production for Storytellers I

Course Type*

> Georgia Film Academy

Catalog Course Description* This course will introduce the concepts, terminology, and general/common workflows of contemporary digital post-production. Students will be introduced to Media Composer, Avid Technology's industry-leading film/video editing software. Topics will include essential functions, such as media management, ingestion of digital files, the EDL (Edit Decision List), utilizing assets like fonts and graphics, color correction and basic finished file exports and deliverables.

Students will develop their skills by working on narrative and documentary projects, under the instructor's advisement. Selected software topics will be chosen primarily from Avid's certified training courses "Fundamentals of Avid Editing 1" (a.k.a. MC101) and "Fundamentals of Avid Editing 2" (a.k.a. MC110). Students will be provided with both of these Avid Certified course books. Students in this course will acquire the introductory skills necessary to create a "Rough Cut" with Avid Media Composer and share it with others on the creative team via a digital file that includes a Timecode Burn-In Window.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites	GFA 6000: Proseminar in Film & Television Production for Key Creatives

Concurrent Prerequisites	None

Corequisites	None

Cross-listing	None

Restrictions	N/A

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	2

Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*
The Georgia Film Consortium has developed graduate GFC courses that enable graduate students to earn GFA Certification. The newly developed Master of Science with a Major in Digital and Social Media Communication has plans to incorporate these graduate-level GFA courses into its curriculum and other graduate programs may follow suit.

Student Learning Outcomes*
1. Create a "Rough Cut" with Avid Media Composer and share it with others on the creative team via a digital file that includes a Timecode Burn-In Window.

2. Demonstrate a familiarity with tools, techniques, and nomenclature relating to editing, audio mixing, audio effects, visual effects, color correction, and digital file delivery.

3. Utilize basic post-production workflows, organization and project management, including ingest,output, media management, file redundancy/backup, and long-term archival of digital assets.

4. Describe industry working conditions, hierarchical organization, and employer expectations of aptitude, attitude and professionalism.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿	Library Resources are Adequate
○	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	20 -30

Will this course have special fees or tuition required?* ☐ Yes ☑ No	**If yes, what will the fee be?*** 0

Fee Justification	N/A

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GFA - 7020 - Camera & Lighting for Cinematographers II

2022-2023 Graduate New Course Request

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Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

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School/ Department*	School of Communication, Film and Media

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

Course Information

Course Prefix*
GFA

Course Number* 7020

Course Title* Camera & Lighting for Cinematographers II

Course Type*
Georgia Film Academy

Catalog Course Description* GFA 7020: Camera & Lighting for Cinematographers II further equips students with the skills and knowledge of cinematography on a motion picture or episodic television set. Students will build on their foundational knowledge by participating in goal-oriented class projects. Students will also learn about aesthetics, working with other departments, choosing lenses to achieve different audience experiences, continuity, methods, and more. Set etiquette will continue to be a high priority including, but not limited to, participation in exercises,
attitude, professionalism, and technique on and offset. Safety will always be a topic of discussion when appropriate.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites GFA 6020: Camera & Lighting for Cinematographers I

Concurrent Prerequisites	None

Corequisites	None

Cross-listing	None

Restrictions	N/A

Status*	⦿ Active-Visible ◯ Inactive-Hidden

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

Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* The Georgia Film Consortium has developed graduate GFC courses that enable graduate students to earn GFA Certification. The newly developed Master of Science with a Major in Digital and Social Media Communication has plans to incorporate these graduate-level GFA courses into its curriculum and other graduate programs may follow suit.

Student Learning Outcomes* OBJECTIVE 1 - Students will differentiate the various crew positions and hierarchy of both the Set Lighting and Camera Department on a professional film set

OBJECTIVE 2 - Students will analyze and explain the workflow within the Set Lighting and Camera Departments from concept until completion

OBJECTIVE 3 - Students will identify and demonstrate Lighting and Camera Department on-set safety procedures

OBJECTIVE 4 - Students will demonstrate the use of various film and television lighting techniques in regard to color, quality, and quantity

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	20-30

Will this course have special fees or tuition required?*	☐ Yes		**If yes, what will the fee be?***	0
	☑ No			

Fee Justification	N/A

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Addendum III

Graduate Assistantship <mark>Guidelines</mark> for Assistantships within Academic Affairs
The Graduate School
August 2021

The University of West Georgia provides a number of graduate assistantships, graduate research assistantships, and graduate teaching assistantships within Academic Affairs. These assistantships support the research, teaching, and service responsibilities of the University and are a key resource to assist faculty in advancing their research and their ability to acquire external funding. These assistantships offer valuable professional development opportunities in various programs and departments within the University and help financially support students in their graduate studies. In order to be eligible for an assistantship, graduate students must maintain satisfactory academic progress, successfully perform their assistantship duties, and represent the University in a professional manner.

Purpose of Graduate Assistantships

Graduate assistantships at the University of West Georgia are to be used to support faculty scholarship, research, and creative activity and advance their research portfolio in support of expanding external funding. Additionally, assistantships are a means to attract, retain, and graduate exceptional students in their respective fields. Graduate Assistantships should provide opportunities for students to deepen their educational experiences through research, teaching, training, and academic program support. These assistantships should support the strategic priorities of relevance, competitiveness, and placemaking as stated in the Strategic Plan 2021-2026.

Categories of Assistantships

Teaching Assistants, Level 1 (TA1)
Graduate students appointed to the position of TA1 may not have primary responsibility for a course or serve as the instructor of record, but may assist in the instructional process by serving as discussion leaders in breakout sections, grading papers, proctoring exams, working in approved tutoring/instructional support programs, and/or assisting the primary instructor of record in other ways. The department chair and graduate program director shall determine that the credentials of a student assigned as TA1 qualify the individual to assist in instruction activities.

Teaching Assistants, Level 2 (TA2)
TA2s may have primary instructional responsibility for a course and may have autonomy for teaching, assigning grades, and providing laboratory instruction/setup as part of a regularly scheduled course. TA2s must be under the supervision of a faculty member that teaches in the discipline. Graduate students appointed to the position of TA2 will have completed more than 18 hours of graduate course credit in the appropriate discipline and will have completed training facilitated by their College or program. The department chair and graduate program

1

director shall determine that the credentials of a student assigned as TA2 qualify the individual to undertake the assignment of instruction.

Research Assistantships
Research Assistantships (RAs) are positions that allow graduate students to conduct research of a scholarly nature under faculty supervision and mentorship. The university may provide RAs to advance scholarship and as part of internal seed grants to support faculty in building their research portfolio towards external funding. The research project of an RA can include, but is not limited to, the collection and analysis of data, the development of theoretical analyses and models, and/or the production or publication of scholarly research or creative work that supports his or her own professional agenda and may benefit of the University, faculty supervisor, or granting agency. Other work, such as instructional support, may be included in the general job duties of a research assistant, only if it is relevant to the subject of the research project of the RA. Students whose sole responsibility is instruction should be designated as graduate teaching assistants, not research assistants.
GRA's should enroll for either Thesis, Dissertation, or other research related courses while conducting research as a part of their research experience. Tracking these hours will be important for the student as well as the institution.

Pre-Professional Graduate Assistantships
Pre-Professional Graduate Assistantships (GAs) are assistantships that provide general administrative support to academic and administrative units within the University. The duties assigned to graduate assistants should be relevant to the graduate degree program of the GA, the professional learning goals of the GA, and to the professional development of the GA. The project of the GA should serve to strengthen the academic and professional development of the GA and must be clearly stated in the GA application submitted to Graduate School.

Assistantship Guidelines

All GTA, GRA, and GA positions should meaningfully contribute to advancing UWG and provide specific, measurable outcomes for the university and the graduate student. The following guidelines should be used when determining the work assignments and workload for assistantships:

- Assistantships best serve the student GA, the hosting unit, and the student's academic department when they are used as an integral component of the graduate education experience and thus support the strategic priority of *relevance*.
- Assistantships should enhance the educational experience by exposing the student to the professional activities of their discipline and providing opportunities for learning that support the strategic priority of *competitiveness*.
- Assistantships should involve students in university activities related to their academic and professional interests for the purpose of supporting the strategic priority of *placemaking*.

2

Eligibility for Assistantships

To be eligible for an assistantship from the Graduate School, students must meet the following criteria:
- Students must be fully admitted to a degree-seeking program. Students who are admitted provisionally do not qualify for graduate assistantships.
- Students must hold a Bachelor's degree.
- Students must have maintained a minimum of a 3.0 GPA in all previous and current graduate coursework.
- Students must meet the requirements of eligibility for employment in the U.S.
- Students must be enrolled in at least six hours of graduate coursework in the student's specific program of study.

Process for Requesting a Graduate Assistantship

Because assistantships shall support the strategic goals of UWG, the Department Chair and Dean (or equivalents) must submit the project requests after having internal discussion and planning for which projects are most relevant to the unit.

1. Submit the project description and assistantship request form.
As mentioned above, the project should have clear measurable outcomes to benefit the university and the graduate student. The project shall serve to strengthen the academic and professional development of the student and must be clearly stated in the application submitted to Graduate School.

2. Requests will be collected in the Graduate School and recipients will be notified as to whether or not their request was approved for the following year. A timetable is provided in this document. Representatives from each unit will be asked to serve on a team to review the requests.

3. Graduate Assistantship projects will be competitive, and the application should describe the GA project, types of duties conducted by the GA, expected learning outcomes for GA, and the expected impact of the project on the applying unit.

Assistantship Stipends

Graduate assistantships will be awarded to students by semester. It is possible to make a request for Fall, Spring and Summer semesters and to receive funding for the entire year or multiple years. For the purpose of employment, however, graduate students should be advised that assistantships are awarded by semester. A review process will take place at the end of each semester to assure both the graduate assistant and the program are meeting established goals and fulfilling stated responsibilities.

A tiered system for tuition waivers will be in place starting FY 2023 (Fall 2022 semester) for graduate assistantships supported through UWG Graduate School. This system will allow for more flexibility for both students and academic programs. Assistantships will be awarded from the following tiers:

Summer Semester			
Tier	Hrs./ wk.	Minimum Stipend per Month	Tuition Waiver for Summer*
Tier 1	5-20	$400	Max 6 hours waived
Tier 2	11-20	$600	Max 9 hours waived
Tier 3	13-20	$800	Max 15 hours waived
Fall/Spring Semester			
Tier	Hrs./Wk.	Minimum Stipend per Month	Tuition Waiver for Semester*
Tier 1	5-20	$400	Max 6 hours waived
Tier 2	11-20	$600	Max 9 hours waived
Tier 3	13-20	$800	Max 15 hours waived

*Only graduate level credit hours can be waived. We cannot waive tuition for undergraduate courses.

Timetable for Application Process

	Fall 2022	Future Years
Open Application	November 1	September 1
Close Application	December 1	October 1
Notice of Awards	February 1	December 1

4

Graduate Assistantship Request Form
Academic Affairs

To request a Graduate Assistantship, complete this form and return it with the appropriate signatures to the Dean of the Graduate School, Mandeville Hall.

Semester: Fall   Spring   Summer
Fiscal Year: _____

College/School_____
Department _____
Supervisor _____
Supervisor's Phone _____
Supervisor's Email _____

Type of Assistantship: GA   GRA   GTA1   GTA2
Which tier (1, 2, or 3): _____
Verify hours/week and credit hours based upon tier requested: _____
If GTA1 or GTA2 please list the following:
Course Name and Number _____
Teaching Faculty Instructor (If GTA1)_____

Title of Assistantship as submitted for approval _____
Number of Assistantships to be hired for this project: _____
Stipend per month for this Project: _____
Number of months this position will be filled: _____
Length of assistantships _____
(Multiple-year awards are dependent on the availability of funds)

Graduate Assistantship Project Proposal

Graduate Assistantship projects are competitively reviewed and awarded, so please provide specific, measurable outcomes and benefits to UWG and the student in your proposal below.

1. Describe the project and identify which of the evaluation criteria you are targeting.

5

2. Types of duties conducted:

3, Expected learning outcomes:

4, Expected impact of the project on the applying unit:

Required Signatures:

_____
Department Chair

_____
Dean, College/School

_____
Dean, Graduate School

6

Approved _____

Not Approved _____

7

Evaluation Criteria for Awarding of Assistantships

1. The Ph.D. and Ed.D. programs will be given priority due to their specific program needs and the relationship of these assistantships to the university's Carnegie Classification.

2. Start-up packages for new faculty members who bring new and innovative research to the university.

3. Novel and innovative research of current faculty.

4. Programmatic teaching assistant needs

5. Programmatic graduate assistant needs.

Each academic unit is eligible to nominate up to three qualified individuals to serve on a committee that will evaluate the proposals and make recommendations for awards. The name of each nominee should include a statement about their background with or experience in supervising GA, GTA, and GRA.