

Memorandum

To: General Faculty
Date: December 5, 2018
Regarding: Faculty Senate agenda for December 7, 2018 at 3 p.m. in Nursing 106

The agenda for the December 7, 2018 Faculty Senate meeting follows below:

1. Call to order
2. Roll call
3. Approval of Minutes from November 9, 2018 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

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

A) College of Arts and Humanities

1) Department of English and Philosophy

a) [ENGL 3415: Multimodal Composition in the Workplace](#)

Request: Add

b) [ENGL 4415: Ethics and Practice of Workplace Writing](#)

Request: Add

c) [GFA 1000: Introduction to On-Set Production](#)

Request: Add

d) [GFA 2000: Film and Television Production Internship](#)

Request: Add

e) [GFA 2010: Set Construction and Scenic Planning](#)

Request: Add

f) [GFA 2020: Lighting and Electric](#)

Request: Add

g) [GFA 2030: Grip and Rigging](#)

Request: Add

h) [GFA 2040: Post Production](#)

Request: Add

- i) [GFA 2050: Introduction to Special Makeup Effects](#)
Request: Add
- j) [GFA 2060: Production Accounting](#)
Request: Add
- 2) Department of History
 - a) [HIST 4301: Latin American Women](#)
Request: Add
 - b) [HIST 4302: Introduction to Digital History](#)
Request: Add
 - c) [HIST 4303: History of the Caribbean](#)
Request: Add
 - d) [HIST 4580: American Foodways](#)
Request: Add
- B) College of Social Sciences
 - 1) Department of Mass Communications
 - a) [Mass Communications, B.S.](#)
Request: Modify
 - 2) Department of Political Science
 - a) [POLS 3110: Political Parties](#)
Request: Add
- C) College of Education
 - 1) Department of Sport Management, Wellness, and Physical Education
 - a) [Physical Education, B.S.Ed.](#)
Request: Modify
 - b) [PHED 2100: Introduction to Sports, Coaching, Fitness, and Recreation](#)
Request: Add
 - c) [PHED 2605: Functional Anatomy](#)
Request: Add
 - d) [PHED 3725: Human Movement Studies](#)
Request: Add
 - e) [PHED 3730: Current Issues in Health and Physical Education](#)

Request: Add

- f) [Health and Community Wellness, B.S.](#)

Request: Modify

- g) [CMWL 2200: Social Determinants of Health and Wellness](#)

Request: Add

- h) [CMWL 3210: Healthy Eating and Nutrition](#)

Request: Add

- i) [CMWL 3220: Principles and Foundations of Health Promotion, Education, and Program Evaluation](#)

Request: Add

- j) [CMWL 3230: Exercise Leadership](#)

Request: Add

- k) [CMWL 3240: Current Issues and Trends in Fitness and Wellness Leadership](#)

Request: Add

- m) [CMWL 4103: Applied Research Methods in Health and Community Wellness](#)

Request: Add

- n) [Coaching Minor](#)

Request: Add

- o) [PHED 4640: Coaching the Mental Side of Sport](#)

Request: Add

- p) [SPMG 4000: Collegiate Recreation](#)

Request: Add

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items (Addendum III):

- A) College of Arts and Humanities

- 1) Department of History

- a) [HIST 6580: American Foodways](#)

Request: Add

- B) College of Education

- 1) Department of Leadership, Research, and School Improvement

- a) [School Improvement, Ed.D.](#)

Request: Modify

2) Department of Communication Sciences and Professional Counseling

- a) [Speech Language Pathology, M.Ed.](#)

Request: Modify

C) Tanner Health System School of Nursing

- 1) [Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader](#)

Request: Modify

D) College of Social Sciences

- 1) Department of Anthropology

- a) [ANTH 5950: Directed Research](#)

Request: Modify

5. Old Business

6. New Business

7. Announcements

- A) Senate Liaison Reports

- B) Dr. Nadya Williams, QEP Update (**Addendum IV**)

- C) Dr. Kyle Marrero, FY 2020 Budget Discussion and Funding Prioritization (**Addendum V**)

8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
November 9, 2018

1. Call to Order

Chair Butler called the meeting to order at 3:00 p.m.

2. Roll Call

Present:

Barbour, Branyon, Chwialkowska, Cormican, Dutt, Edelman, Elman, Faucette, Fleming, Green (Council, sub.), Hansen, Hipchen, Hoang, Hong, Johnson, Khodkar, Lee (Nicholson, sub.), McKendry-Smith, Merrem, Miller, Moon, Morris, Neely, Nickell, Ogletree (Allen, sub.), Pashia, Perryman, Pidhainy, Reber, Remshagen, Richter, Robinson, Rutledge, Scremin, Snipes, Sterling, Tweraser, Vasconcellos, Velez-Castrillon, Wadlington (Ramsey-Jordan, sub.), Zamostny, and Zot

Absent:

Abrokwa, Bertau, Bohannon, Dahms (semester substitute Hunt), Geyer, DeFoor, Pencoe, Rees, and Stanfield

2. Minutes

- A) October 12, 2018 meeting minutes were unanimously approved online on October 16, 2018

3. Committee Reports

I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items:

- A) College of Science and Mathematics
 - 1) Department of Computer Science
 - a) [BS in Computer Science](#)
Request: Modify

Item unanimously approved.

- b) [Computer Science Minor](#)
Request: Modify

Item unanimously approved.

B) College of Arts and Humanities

1) Department of Theatre

a) [BFA in Theatre with Concentrations in Acting and Design/Technology](#)

Request: Add

b) [THEA 1292: Voice and Movement II](#)

Request: Add

c) [THEA 2215: Introduction to Lighting, Sound, and Media Technology](#)

Request: Add

d) [THEA 2224: Drafting and Computer-Aided Design](#)

Request: Add

e) [THEA 2292: Contemporary Scene Study](#)

Request: Add

f) [THEA 2310: Stage Makeup](#)

Request: Add

g) [THEA 2315: Rendering Styles](#)

Request: Add

h) [THEA 2325: Costume Technology](#)

Request: Add

i) [THEA 2380: Special Topics in Performance](#)

Request: Add

j) [THEA 2391: Fundamentals of Ballet](#)

Request: Add

k) [THEA 2393: Beginning Jazz](#)

Request: Add

l) [THEA 2395: Musical Theatre Dance](#)

Request: Add

m) [THEA 2491: Acting for the Camera](#)

Request: Add

n) [THEA 2550: Stage Management](#)

Request: Add

- o) [THEA 2900: Sophomore Assessment](#)
Request: Add
- p) [THEA 3201: Stage and Film Craft II](#)
Request: Add
- q) [THEA 3212: Period Styles in Design](#)
Request: Add
- r) [THEA 3215: Lighting Design](#)
Request: Add
- s) [THEA 3391: Acting Shakespeare](#)
Request: Add
- t) [THEA 3491: Advanced Acting for the Camera](#)
Request: Add
- u) [THEA 4291: Advanced Voice](#)
Request: Add
- v) [THEA 4293: Advanced Movement](#)
Request: Add
- w) [THEA 4301: Solutions in Design and Technology](#)
Request: Add

Items a-w—program proposal and courses--were taken as a block and unanimously approved.

C) Tanner Health System School of Nursing

- 1) [Nursing, RN to BSN Track, BSN](#)
Request: Modify

Item unanimously approved.

- 2) [NURS 4500: Introduction to Scholarly Writing for RNs](#)
Request: Add

Item unanimously approved.

- 3) [NURS 4501: Transition to Professional Nursing Practice for RNs](#)
Request: Add

Item unanimously approved.

- 4) [NURS 4502: Pathophysiology for RNs](#)

Request: Add

Item unanimously approved.

- 5) [NURS 4503: Professional Nursing Practice Issues for RNs](#)

Request: Add

Item unanimously approved.

- 6) [NURS 4504: Nursing Research & Evidence-Based Practice for RNs](#)

Request: Add

Item unanimously approved.

- 7) [NURS 4505: Nursing Informatics for RNs](#)

Request: Add

Item unanimously approved.

- 8) [NURS 4506: Holistic Health Assessment for RNs](#)

Request: Add

Item unanimously approved.

- 9) [NURS 4507: Introduction to Healthcare Communities for RNs](#)

Request: Add

Item unanimously approved.

- 10) [NURS 4508: Nursing Leadership in Healthcare Communities for RNs \(Capstone and Practicum\)](#)

Request: Add

Item unanimously approved.

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items:

A) College of Arts and Humanities

1) Department of History

- a) [HIST 6413: The Atlantic World](#)

Request: Add

Item unanimously approved.

B) College of Education

1) Department of Leadership, Research, and School Improvement

a) [EDSI 9901: Dissertation Mentoring I](#)

Request: Modify

Item unanimously approved.

C) Tanner Health System School of Nursing

1) [NURS 6109: Informatics, Technology, and Healthcare Outcomes](#)

Request: Modify

Item unanimously approved.

2) [Doctorate in Nursing Education, Ed.D.](#)

Request: Modify

Item unanimously approved.

3) [Health Systems Leadership Post-Master's Certificate, Leader/Manager](#)

Request: Modify

Item unanimously approved.

4) [Nurse Educator Post-Master's Certificate](#)

Request: Modify

Item unanimously approved.

D) College of Social Sciences

1) Department of Psychology

a) [PSYC 6021: Psychology as Human Science](#)

Request: Add

Item unanimously approved.

E) The Graduate School

1) Academic Dismissal Policy (**Figure One**)

Request: Modify

Item unanimously approved.

Information Items:

- A) Richards College of Business
 - 1) Department of Accounting and Finance
 - a) Master of Professional Accounting, MPAcc

Request: Modify

- B) The Graduate School
 - 1) Incomplete Policy (**Figure Two**)

Request: Modify

5. Old Business

6. New Business

7. Announcements

A) *Chair Dutt from the Faculty Development committee again announced his committee's upcoming work on modifying the faculty grant process. Changes will include a proposal for one-step review process refereed by former grant recipients and revision to the grant budget section of grant application directions.*

B) Senate Liaison Reports

- 1) *Dr. Fleming, liaison to the Commencement Committee, updated Senate. Questions regarding why UWG will change Convocation have arisen. To answer, the committee points to our growth and the desire not to place severe limits on the number of family and friends who can attend their graduate's ceremony (space concerns).*

Liaison Fleming also announced upcoming changes to student regalia, which will be black with blue trim. Students have already been included in the process of choosing new regalia, and Senate will be asked to vote upon these sartorial changes as well.

This fall, there will be two graduation ceremonies.

C) *Dr. Drake announced that the application for Undergraduate Embedded Certificates is now complete and students can find the application listed under the desired certificate on the [UWG Majors and Degrees webpage](#). A new resource for faculty that explains the*

procedures for applying, tracking, and awarding certificates has also been developed. An email explaining both will be sent to faculty and students in the coming days.

D) *Dr. Marrero reminded all of our **undefeated** football team's game at Valdosta State this weekend. The game will air on ESPN3.*

E) *Dr. Elman reminded us that Macbeth is currently being staged at the Townsend Center.*

8. Adjournment

Chair Butler adjourned the penultimate fall 2018 meeting of Faculty Senate at 3:31 p.m.

Respectfully Submitted,

Dr. Angela Insenga

Professor of English

Executive Secretary for the General Faculty and Faculty Senate

Figure One

Proposal to Update Graduate Catalog Incomplete Policy Language

As part of ongoing efforts to update the UWG Graduate Catalog to reflect current university policy, The Graduate School seeks to update their Incomplete Policy language in order to reflect the correct language as is reflected in the Undergraduate Catalog.

Current Undergraduate Catalog Language Reflecting University Policy:

- I This symbol indicates that a student was doing satisfactory work, but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. A student must remove an “I” grade during the succeeding semester of enrollment or within one year, which-ever comes first; otherwise, the grade will be changed to “F”. An instructor who assigns a grade of “I” must submit with final grade (through his or her dean) two copies of a statement indicating the level of performance (A, B, C, D) excluding the missed work and the work that must be done to remove the “I” grade. The Registrar’s Office files one copy in the student’s permanent record and sends one to the appropriate department chair. The instructor retains a copy. It is the responsibility of the student receiving the “I” grade to see the instructor or departmental chair (if the instructor is not available) regarding the work to be completed.

Current Graduate Catalog Language:

- I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. An “I” must be removed by the completion of work within one calendar year or the “I” will become an “F”. The F grade will be calculated into the grade point average.

Proposed Final Graduate Catalog Language Reflecting University Policy

- I This symbol indicates that a student was doing satisfactory work, but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. A student must remove an “I” grade within one calendar year, or sooner, as determined by the instructor of record, otherwise the grade will be changed to “F.” The “F” grade will be calculated into the grade point average. An instructor who assigns a grade of “I” must submit with final grade (through his or her dean) two copies of a statement indicating the level of performance (A, B, or C) excluding the missed work and the work that must be done to remove the “I” grade. The Registrar’s Office files one copy in the student’s permanent record and sends one to the appropriate department chair. The instructor retains a copy. It is the responsibility of the student receiving the “I” grade to see the instructor or departmental chair (if the instructor is not available) regarding the work to be completed.

Figure Two

Academic Dismissal Policy Modification Proposal

Current Policy:

Academic Dismissal (p. 38 of the Graduate Catalog)

If a student's application for reinstatement following a term suspension is denied by the college or school which houses the student's program, the student will be academically dismissed from the University.

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the University.

A reinstated student on Academic Probation who fails a second course will be dismissed from the University. In other words, graduate students are only able to earn one failing grade before being dismissed from the University.

A student who fails two courses, regardless of term or cumulative GPA, will be academically dismissed from the University.

An Academic Dismissal may only be reviewed through a grade appeal or hardship withdrawal.

Proposed Final Policy:

If a student's application for reinstatement following a term suspension is denied by the college or school which houses the student's program, the student will be academically dismissed from the program.

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the program.

A reinstated student on Academic Probation who fails a second course will be dismissed from the program. In other words, graduate students are only able to earn one failing grade before being dismissed from the program.

A student who fails two courses, regardless of term or cumulative GPA, will be academically dismissed from the program.

An Academic Dismissal may only be reviewed through a grade appeal or hardship withdrawal.

Addendum II

ENGL - 3415 - Multimodal Comp in the Wrkplac

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ENGL **Course Number*** 3415

Course Title* Multimodal Comp in the Wrkplac

Long Course Title Multimodal Composition in the Workplace

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* English

**College - School/
Department*** College of Arts and Humanities
Department of English and Philosophy

Catalog Course Description* This course instructs students in multimodal composition, which combines the written and spoken word with visual, aural, spatial, and gestural communication modes, with an emphasis on the application of the subject to modern professional contexts. Topics include multimodal composition principles, data-oriented writing, visual rhetoric, and professional multimodal texts, among others.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education Yes No

course?*

Desired Effective
Semester* SpringDesired Effective
Year* 2019Frequency
1Grading*
Undergraduate
Standard Letter

Student Learning Outcomes Program goals:

- Students will demonstrate the ability to understand and assess the conventions and contexts associated with the study of the English language.
- Students will apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Students will conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course goals:

- Students will demonstrate a thorough understanding of the standards and practices that characterize effective informative and persuasive writing in the workplace.
- Students will describe, assess, and analyze examples of multimodal composition and its processes in various workplace contexts.
- Students will write with and about data across modalities and will use established rhetorical and compositional principles to produce professional, technical, and other workplace texts that engage linguistic, visual, aural, spatial, and gestural modes.

DSC goals:

- This course is a writing intensive class; therefore, the goals, aims, and premises for the Discipline Specific Writing Curriculum Program will be included as part of our academic core standards. Expect that you will engage in both writing to learn (formal and informal) and writing to communicate exercises as part of your coursework.
- For the specifics of DSC, visit their website: <http://www.westga.edu/dsw/>

Rationale* We believe students entering the labor force will find training in producing multimodal content useful, given how common such writing is in our students' potential workplaces. This course will help students practice generating multimodal content in creating various kinds of documents across commonly used platforms. It will be part of our new Certificate in Workplace Writing (pending approval) and a prerequisite for the capstone (ENGL4415: new course) in that sequence.

Prerequisites ENGL1101, ENGL1102

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50

- Attach syllabus*** Syllabus has been attached - This is required

ENGL 3415
Multimodal Composition in the Workplace

Course Texts:

- *Writer/Designer: A Guide to Making Multimodal Projects* (Kristen L. Arola, Jennifer Sheppard, and Cheryl E. Ball); Bedford St. Martin's, ISBN: 978-1457600456
- Course packet of reading materials
- Word processing and desktop publishing software available through SITS
 - It is recommended that students have a personal computer for this course since much of it cannot be done on a phone, and most of the work requires secure, fast internet access.

Course Description: This course instructs students in multimodal composition, which combines the written and spoken word with visual, aural, spatial, and gestural communication modes, with an emphasis on the application of the subject to modern professional contexts. Topics include multimodal composition principles, data-oriented writing, visual rhetoric, and professional multimodal texts, among others.

Program goals:

- Students will demonstrate the ability to understand and assess the conventions and contexts associated with the study of the English language.
- Students will apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Students will conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course goals:

- Students will demonstrate a thorough understanding of the standards and practices that characterize effective informative and persuasive writing in the workplace.
- Students will describe, assess, and analyze examples of multimodal composition and its processes in various workplace contexts.
- Students will write with and about data across modalities and will use established rhetorical and compositional principles to produce professional, technical, and other workplace texts that engage linguistic, visual, aural, spatial, and gestural modes.

DSC goals:

- This course is a writing intensive class; therefore, the goals, aims, and premises for the Discipline Specific Writing Curriculum Program will be included as part of our academic core standards. Expect that you will engage in both writing to learn (formal and informal) and writing to communicate exercises as part of your coursework.
- For the specifics of DSC, visit their website: <http://www.westga.edu/dsw/>

Assessments

Exercises (15%): Students will complete a number of in-class and out-of-class exercises designed to practice and reinforce course concepts or skills.

Exams (15%): These include an introductory exam assessing student recall of foundational writing skills (such as grammar and argument); an exam assessing student recall of the principals of modality; and an exam assessing student understanding of data integration across modalities.

Critique (20%): This essay asks students to analyze and recommend revisions for an existing multimodal project in the workplace.

Multimodal Midterm Project (20%): Students will integrate multimodal data in a multimodal writing project suitable for the workplace, including an abstract, a pitch, and a multimodal “text” the student composes.

Multimodal Final Project (30%): In teams, students will produce a multimodal white paper on a workplace question and present that project to other students and stakeholders. They will research and produce the documentation and datasets this requires, including process-based writing (a proposal, a rhetorical analysis, and a data review) and self- and peer-assessments.

Policies

Plagiarism: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing this course. For further information see: <http://www.westga.edu/~engdept/Plagiarism/index.html> or The Faculty Handbook, sections 207 and 208.0401: <http://www.westga.edu/~vpaa/handrev/> or the Student Uncatalogue “Rights and Responsibilities,” Appendix J: <http://www.westga.edu/~handbook/index.php>

Excessive Collaboration: Students in this course should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows a level of competency. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student’s voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore any assignment discovered to have been constructed in this manner will receive a grade of “F.”

Attendance: Upon the fifth absence for any reason, you will fail the course. Be aware that no distinction exists between excused and unexcused absences.

Behavior: Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Each dismissal will count as an absence and be applied toward the attendance-requirement policy as outlined above. Additionally, no personal electronic device may be located in your hand, upon your person, or on your desktop at any time during the class unless previously approved by me. Stow your electronics in your bags for the duration.

Late work: No late work will be accepted.

Communication: As per University policy, I can only communicate with you via your “My UWG” account.

Special Needs: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. Students with documented special needs may expect accommodation in relation to classroom accessibility, special test administration, etc. If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not registered with the University, please contact Dr. Ann Phillips in Parker Hall 272.

Common Language for Course Syllabi: Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Confidential Discussions: The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here.) As of July 1, 2016, **all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus.** Here is the UWG Title IX website. What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

<p>(This one is not confidential, but you should have it)</p> <p>UNIVERSITY POLICE 678-839-6000 (96000 on campus)</p>	<p>COUNSELING CENTER Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu</p>
<p>HEALTH SERVICES 678-839-6452</p>	<p>PATIENT /VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)</p>

Schedule
Subject to change with notice

Unit 1: Writing Foundations	<p>Have read: Arola et al: Chap. 1 “What are Multimodal Projects?” Course pack: Unit 1: Rhetorics</p> <p>Assessments: Exercises; Exam</p>
Unit 2: Using Data	<p>Have read: Course Pack: Unit 2: Using Data</p> <p>Assessment: Exercises; Exam</p>
Unit 3: Multimodal Analysis	<p>Have read: Arola et al: Chap. 2 “Analyzing Multimodal Projects” Coursepack: Unit 3: Techniques for Analysis</p> <p>Assessment: Exercises; Critique</p>
Unit 4: Multimodal Genres and Pitches	<p>Have read: Arola et al: Chap. 3: “Choosing a Genre and Pitching Your Project” Course Pack: Unit 4: Multimodal Genres; The Pitch</p> <p>Assessment: Exercises; Exam</p>
Unit 5: Writing Multimodal Workplace Documents	<p>Have read: Course Pack: Unit 5: Multimodal Workplace Documents Examples and Analysis</p> <p>Assessment: Exercises; Midterm Multimodal Project</p>
Unit 6: The Multimodal White Paper	<p>Have read: Arola et al: Chap. 6: “Designing your Project” Course Pack: Unit 6: Team Building and Multimodal White Paper Examples and Analysis</p> <p>Assessment: Exercises; Drafts of portions of the Final Multimodal Project</p>
Unit 7: Revisions	<p>Have read:</p>

	<p>Arola et al: Chap. 7: “Drafting and Revising Your Project” Course Pack: Unit 7: Analysis for Revision; Examples of Analysis and Response to Critique</p> <p>Assessment: Exercises; Draft of portions of the Final Multimodal Project</p>
<p>Unit 8: Finalizing Your Project</p>	<p>Have read: Arola et al: Chap. 8: “Putting Your Project to Work” Course Pack: Unit 8: Finalizing Project and Document Delivery</p> <p>Assessment: Exercises; Revise Final Project</p>
<p>Unit 9: Document Implementation and Assessment of Efficacy (Process and Product)</p>	<p>Have read: Course Pack: Unit 9: Implementation and Assessment</p> <p>Assessment: Presentation of Project; Analysis of Final Project and Process from Feedback</p>

ENGL - 4415 - Ethics and Practice of Workplace Writing

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ENGL **Course Number*** 4415

Course Title* Ethics and Practice of Workplace Writing

Long Course Title Ethics and Practice of Workplace Writing

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* English

**College - School/
Department*** College of Arts and Humanities
Department of English and Philosophy

Catalog Course Description* This course will equip students with the skills and qualifications needed to discern and articulate shifting ethical landscapes, to identify and participate in debates appropriate to a representative sampling of industries, and to write measured, informed responses to important ethical questions, focusing on how ethical decision-making affects the workplace documents they will develop. Emphasizing the planning, revising, and editing processes, this capstone course will instruct students how to construct appropriate documents to accommodate workplace values and value conflicts—all within common institutional practice.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency

Grading* Undergraduate Standard Letter

Student Learning Outcomes Program goals:

- Students will demonstrate the ability to understand and assess the conventions and contexts associated with the study of the English language.
- Students will apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Students will conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course goals:

- Students will demonstrate rhetorical strategies in writing that engage the ethical values and dimensions within key healthcare, bio-technical, government, and private sector contexts.
- Students will analyze document types and use techniques for adapting their writing to the demands of highly audience-driven, context-sensitive fields.
- Students will write within the codified modes and frameworks of various workplace rhetorics in order to build professional relationships and position themselves as specialists and practitioners within their chosen fields.

DSC goals:

- This course is a writing intensive class; therefore, the goals, aims, and premises for the Discipline Specific Writing Curriculum Program will be included as part of our academic core standards. Expect that you will engage in both writing to learn (formal and informal) and writing to communicate exercises as part of your coursework.
- For the specifics of DSC, visit their website: <http://www.westga.edu/dsw/>

Rationale* We believe students need to be able to discern, articulate, and manage ethical and practical questions professionally in documents they will be asked to produce in their workplaces. This course will be the capstone of our new Certificate in Workplace Writing (pending approval).

Prerequisites ENGL3410, ENGL3415

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

ENGL 4415
Ethics and Practice of Workplace Writing

Course Texts: Course Packet of reading materials and writing samples; URLs and other materials posted on LMS.

Course Description: This course will challenge students to assess and then apply rhetorical strategies and writing forms required for diverse professional situations. This course will equip students with the skills and qualifications needed to discern and articulate shifting ethical landscapes, to identify and participate in debates appropriate to a representative sampling of industries, and to write measured, informed responses to important ethical questions, focusing on how ethical decision-making affects the workplace documents they will develop.

Emphasizing the planning, revising, and editing processes, this capstone course will instruct students how to construct appropriate documents to accommodate workplace values and value conflicts—all within common institutional practice. Students will gain intensive training in composing audience-driven and industry-governed documents for a variety of organizations within the health, bio-technical, environmental, government, and private sectors.

Class learning outcomes

Program goals:

- Students will demonstrate the ability to understand and assess the conventions and contexts associated with the study of the English language.
- Students will apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Students will conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course goals:

- Students will demonstrate rhetorical strategies in writing that engage the ethical values and dimensions within key healthcare, bio-technical, government, and private sector contexts.
- Students will analyze document types and use techniques for adapting their writing to the demands of highly audience-driven, context-sensitive fields.
- Students will write within the codified modes and frameworks of various workplace rhetorics in order to build professional relationships and position themselves as specialists and practitioners within their chosen fields.

DSC goals:

- This course is a writing intensive class; therefore, the goals, aims, and premises for the Discipline Specific Writing Curriculum Program will be included as part of our academic core standards. Expect that you will engage in both writing to learn (formal and informal) and writing to communicate exercises as part of your coursework.
- For the specifics of DSC, visit their website:
<http://www.westga.edu/dsw/>

Assessment

(You must complete all major assignments to pass this course.)

Case Studies/Literature Reviews (30%): students will draft, revise, and edit a variety of documents during the course of the semester; these will include several short analytical writings—some in response to a case study under scrutiny or as critique of literature showcasing contemporary issues in the fields under survey.

Class Discussion Leadership Project (20%): students will lead a minimum of two full class sessions, by way of a systematic and detailed meeting plan.

Major Individual Capstone Project (50%): students will generate, revise, and edit a final report. There will be several deliverables within this project, and each component of our course study should be included in this assignment, from analyzing the raw data and value systems underlying initial reports to formulating the organizational plan and overall aesthetics of the final product. This will be a research-based project: for example, a case study or mini-grant proposal.

Class Participation (10%): Scrupulous preparation and active, intelligent participation in all class discussions.

Participation	10%
Class Discussion Leadership Project (X2, minimum)	20%
Case Studies/Literature Reviews	30%
Major Individual Capstone Project	40%
Total	100%

Policies

Plagiarism: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing this course. For further information see:

<http://www.westga.edu/~engdept/Plagiarism/index.html> or The Faculty Handbook, sections 207 and 208.0401: <http://www.westga.edu/~vpaa/handrev/> or the Student Uncatalogue “Rights and Responsibilities,” Appendix J: <http://www.westga.edu/~handbook/index.php>

Excessive Collaboration: Students in this course should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows a level of competency. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student’s voice/style and original claims to course-related work) is considered

another form of academic dishonesty and therefore any assignment discovered to have been constructed in this manner will receive a grade of “F.”

Attendance: Upon the fifth absence for any reason, you will fail the course. Be aware that no distinction exists between excused and unexcused absences.

Behavior: Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Each dismissal will count as an absence and be applied toward the attendance-requirement policy as outlined above. Additionally, no personal electronic device may be located in your hand, upon your person, or on your desktop at any time during the class unless previously approved by me. Stow your electronics in your bags for the duration.

Late work: No late work will be accepted.

Communication: As per University policy, I can only communicate with you via your “My UWG” account.

Special Needs: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. Students with documented special needs may expect accommodation in relation to classroom accessibility, special test administration, etc. If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not registered with the University, please contact Dr. Ann Phillips in Parker Hall 272.

Common Language for Course Syllabi: Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Confidential Discussions: The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link [here](#).) As of July 1, 2016, **all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus.** Here is the UWG [Title IX website](#). What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

<p>(This one is not confidential, but you should have it)</p> <p>UNIVERSITY POLICE 678-839-6000 (96000 on campus)</p>	<p><u>COUNSELING CENTER</u> Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu</p>
<p><u>HEALTH SERVICES</u> 678-839-6452</p>	<p><u>PATIENT /VICTIM ADVOCATES</u> 678-839-0641; 678-839-5338 (after hours 678-839-6000)</p>

Schedule
Subject to Change with Notice

<i>Unit</i>	<i>Content</i>	<i>Assessments</i>
One	Orienting professionals to workplace writing: the basics of grammar/punctuation/style	<ul style="list-style-type: none"> • Grammar/writing diagnostic
Two	Value Conflicts & Dilemmas (framing ethical concerns)	<ul style="list-style-type: none"> • Discussion questions • Analyzing professional associations' codes of conduct
Three	Healthcare Writing (institutional practices)	<ul style="list-style-type: none"> • Notes/charts/reports • Research • Parallel charting/journal writing • Narrative medicine
Four	Bio-Ethics: (medical research, informed consent, transplant, right to die/resource allocation)	<ul style="list-style-type: none"> • Case study analyses • Contemporary debates • IHMRAD
Five	Sustainability: (resource allocation, pollution, food/water/energy)	<ul style="list-style-type: none"> • Public policy debates • Position papers • Critique essay
Six	Environmental (species/wilderness preservation, power & ecology)	<ul style="list-style-type: none"> • EIS assessments • Book review • Grant assessments
Seven	Corporate Social Responsibility (engineering values, business and the environment, the healthcare fields, IT)	<ul style="list-style-type: none"> • Codes of conduct • Case studies
Eight	Ethical Writing Applied	<ul style="list-style-type: none"> • Research-focused • Final project

GFA - 1000 - Introduction to On-Set Film Production

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 1000

Course Title* Introduction to On-Set Film Production

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* This course is the first of an 18-credit hour certificate program which provides an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course includes demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film crafts relate to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

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

Is this a General Education course?* Yes No

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Objectives

OBJECTIVE 1 - Students will develop skills to be able to perform at an entry-level on a professional film set.

OBJECTIVE 2 - Students will describe the film production process.

OBJECTIVE 3 - Students will describe on-set, off-set, and production office personnel and organizational structure.

OBJECTIVE 4 - Students will explain a "day on the set" workflow and schedules for all departments.

OBJECTIVE 5 - Students will identify and demonstrate professional film behavior.

OBJECTIVE 6 - Students will explain the duties and demonstrate the entry-level skills for on-set, off-set, and production office positions.

OBJECTIVE 7 - Students will describe the duties of the on-set and office production assistant (PA).

OBJECTIVE 8 - Students will operate professional film equipment.

OBJECTIVE 9 - Students will be able to indicate safety issues and identify whom and how to report safety concerns.

OBJECTIVE 10 - Students will outline career planning and self-marketing strategies to secure employment.

Rationale* This is the common numbering solution converting our FILM 1000 to GFA 1000 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Attach syllabus* Syllabus has been attached - This is required

**GEORGIA FILM ACADEMY – COURSE 1
COURSE SYLLABUS**

GFA Course 1
Introduction to On-Set Film Production
XXXX Department
Instructor: TBD
Credits: 6

Fall 2018

Instructor:
Classroom: Pinewood Campus
Office Hours: by appointment
e-mail: TBD

Class Sessions: TBD

Texts: None

Materials/Tools Required: “KIT” – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

COURSE PURPOSE

This course provides students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. The course is offered in collaboration with the Georgia Film Academy.

COURSE DESCRIPTION

This course is the first of an 18-credit hour certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft relate to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

GFA PRODUCTION CERTIFICATION

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

GFA Course 1 – Introduction to On-Set Film Production = 6 credits

PLUS

GFA Specialty Craft Course

GFA 1 Introduction to On-Set Film Production

Prerequisite – GFA Course 1

PLUS

GFA Film & Television Production Internship = 6 credits

Prerequisite – GFA Course 1

AND/OR

(additional) GFA Specialty Craft Course(s)

GFA Specialty Craft Courses (prerequisite GFA1):

- Set Construction & Scenic Painting = 6 credits
- Lighting & Electric = 6 credits
- Grip & Rigging = 6 credits
- Post Production: Film & Television / AVID Editing, Digital Imaging & Story Craft I = 6 credits (scheduled to debut Fall 2018)
- Introduction to Special Makeup Effects = 6 credits (scheduled to debut Fall 2018)
- Production Accounting = 3 credits (scheduled to debut Spring 2019)

GFA FILM & TELEVISION PRODUCTION INTERNSHIP

The GFA Film & Television Production Internship course in the certificate program will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. This course will provide students with a vehicle to both increase and solidify their skills in “real world” productions, add to their resumes and facilitate networking opportunities. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

The GFA Film & Television Production Internship Course is now a competitive program dictated by the amount of available on-set internship opportunities.

- Internships are NOT guaranteed to anyone.
- Students who successfully complete GFA 1 with a "B" or above AND a Specialty Craft Course with a "B" or above are eligible to apply for the Internship course.
- Students will be evaluated during GFA 1 and their Specialty Craft Course(s), using a standardized and objective assessment tool announced on the first day of the course, and ranked according to their final score. This evaluation form is included at the end of this syllabus.
- After students have completed GFA 1 and at least one Specialty Craft Course, they may fill out an application to apply for the Internship for the upcoming semester. After the applications are processed, students will be notified where they are on the GFA Internship list, and whether they are eligible to register for the Internship course for the following semester.
- The amount of opportunities will always be dictated by the industry need.
- The types of internship will always be dictated by production and their stated needs.
- If a student is not selected for the internship course during their desired semester, they can reapply for a future semester.

GFA 1 Introduction to On-Set Film Production

- Students can still earn a GFA Certificate without taking the internship course simply by successfully completing two Craft Courses.
- Students who did not initially receive an internship may complete one or two Specialty Course(s) and reapply for the internship. With successful completion, they will be higher on the internship list due to their recent specialized training.
- Students who earn their GFA Film/TV Craft Certificate may still apply for the internship course for a future semester. These students will likely be higher on the list due to their recently completed specialized training.
- Students who earn a D or below in GFA 1 can take GFA 1 again.
- Students must apply for the internship course, the semester before they intend on taking the internship course. For example, if you wanted take the internship in the Fall semester, you would apply at the end of the summer.
- For degree seeking students, the GFA and all our partner institutions have agreed that the best time to take the Internship course, should you qualify, is during your final semester or the semester immediately after you graduate. Students should check with their home institutions on any specific policies regarding Internship course registration and timing.

For more information, please review the PowerPoint presentation shown in your first class. This file can be found on the Google Drive under Syllabus.

Students have access to all content presented in class, including the syllabus and requirements for the GFA Internship program, by requesting access to join the Google Drive. Please include your instructor's name when you send a request to:

<https://drive.google.com/open?id=0ByuvGwfZCHj0OEJCSmVTaUVhLUE>

COURSE OBJECTIVES

GFA Course 1 Learning Objectives

OBJECTIVE 1 - Students will develop skills to be able to perform at an entry-level on a professional film set.

OBJECTIVE 2 - Students will describe the film production process.

OBJECTIVE 3 - Students will describe on-set, off-set, and production office personnel and organizational structure.

OBJECTIVE 4 - Students will explain a “day on the set” workflow and schedules for all departments.

OBJECTIVE 5 - Students will identify and demonstrate professional film behavior.

OBJECTIVE 6 - Students will explain the duties and demonstrate the entry-level skills for on-set, off-set, and production office positions.

OBJECTIVE 7 - Students will describe the duties of the on-set and office production assistant (PA).

OBJECTIVE 8 - Students will operate professional film equipment.

OBJECTIVE 9 - Students will be able to indicate safety issues and identify whom and how to report safety concerns.

OBJECTIVE 10 - Students will outline career planning and self-marketing strategies to secure employment.

DEMONSTRATED COMPETENCIES:

GFA 1 Introduction to On-Set Film Production

1. Economics of Film
2. Set Personnel and Organizational Structure
3. A "Day on the Set" Workflow and Schedule
4. Entry-Level Skills for Production Crew
5. Production Assistant Technology Skills
6. Professional Behavior
7. Set Operations
8. Production Logistics
9. Career Planning & Self-Marketing

METHODS OF INSTRUCTION:

The course will be presented through lectures, discussions, audio-visual materials, written assignments, written reports, library assignments, guest speakers, and tests.

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 one class session and pass the course. If your class meets two days a week, you cannot miss more than two class sessions and pass the course.

COURSE REQUIREMENTS**1) Written Tests – 40% (total)**

Three written tests evaluating the content introduced in class lectures and discussions. Test 1 covers Lessons 1 & 2. Test 2 (aka Midterm) covers all material in Lessons 1-5. Test 3 covers Lessons 7, 8 & 9.

Final Written Exam, a comprehensive exam covering all material introduced in the course.

2) Practical Exams – 30% (total)

Mid-Term Practical Exam, taken on the same day as Written Test #2 (Midterm), students will perform a hands-on demonstration with equipment and procedures introduced in the course.

GFA 1 Introduction to On-Set Film Production

Final Practical Exam, evaluates students of the hands-on content introduced in the course by working in two production scenarios (the in-class productions), with students performing in designated roles. All students must participate in this 12 hours of in-class “production” during which students will shoot scenes assigned by the instructor.

3) In-Class Participation – 10%

Almost every class session will have a hands-on component to it where students will engage in learning how to operate one of the tools of the film trade or perform an essential job function for a given position. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal in-class activities.

4) Professional Development – 10%

Students will create drafts and workshop industry focused resumes that they will continue to develop in Course 2 with the goal of using it to enter the film job market.

In addition to class attendance, on-time performance and being prepared for class, students should aspire for the following:

Being productive, positive, and with cooperative interaction and conduct with your fellow students and your instructor. Professional film workers operate under considerable pressure on-set and must function within a strict organizational hierarchy and must also be ego-less team players.

Students will do a Professionalism self-assessment, and the instructor will do a Professionalism assessment on each student. (The assessment form has been included, so students will know the expectations.)

5) Out of class assignments – 10%

There is a good deal of readings, presentations, and/or viewings for this course to be done outside of class. We will discuss most of these in class; additionally, you may, at your instructor’s discretion, be expected to post regular responses to particular outside readings/viewings on a Discussion Forum to be determined.

All homework is expected to be ready to submit at the beginning of class.

These out-of-class assignments can include, but are not limited to:

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

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

GFA 1 Introduction to On-Set Film Production

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

How to Post

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

Important:

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

COURSE WEIGHTS:

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

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

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

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

COMPETENCIES/CRITICAL COMPETENCIES

GFA 1 Introduction to On-Set Film Production

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".

NOTE: For students wishing to apply for the GFA Internship course, they must earn an 80 percent, "B," or better.

TOPICAL OUTLINE:

I. Economics of Film

- A. Define the term "film".
- B. Describe the phases of film production.
- C. Discuss the film industry and its impact in Georgia.
- D. Explain the Georgia film incentive.

II. Set Personnel and Organizational Structure

- A. Describe the titles and job descriptions of the production crew.
- B. Articulate the organizational structure of on-set personnel by department.
- C. Explain job duties and responsibilities for all members of a production crew.

III. A "Day on the Set" Workflow and Schedule

- A. Explain the production sequence on a shooting day.
- B. Understand what a production schedule is and what it is designed to accomplish.
- C. Define the time requirements of production.
- D. Adapt to the ever-changing expectation and events of the production environment.
- E. Describe how crew members (by department) should prepare for a shooting day.
- F. Articulate film production terminology used by crews.
- G. Identify the components of a call sheet and shot lists.
- H. Identify First AD calls.

IV. Current social media ecosystem

- A. Demonstrate the job duties of entry-level "below-the-line" crew members including use of professional film equipment and supplies by a Grip, Gaffer, Script Supervisor, Art Director, Camera Operator, Production Manager, Production Assistant, and Set Decorator.
- B. Explain cinematography, shot progression, and shot compositions.
- C. Demonstrate camera operations that include perspective, specific shots, and camera movement.
- D. Explain the structure and formatting of a script including sides.
- E. Explain the basics of light including color, color temperature, intensity, angle, and quality.
- F. Identify types of lighting including Fresnel lens, Open Face PAR, Broad, LED, and soft box.
- G. Describe lamp types including Tungsten, HMI, florescent, HID, and LED.
- H. Identify the basic parts of light stands including the spigots, risers, knuckles, and legs.
- I. Identify the types and functions of different light stands.
- J. Explain the types, sizes, and functions of flags, nets, and cukaloris.
- K. Discuss techniques and materials used to modify lighting.
- L. Demonstrate methods to modify lighting.

GFA 1 Introduction to On-Set Film Production

- M. Explain electricity in terms of house power, wire gauges, capacity, and calculating loads.
- N. Demonstrate operating a generator.

V. Production Assistant Technology Skills

- A. Understand the basic function of Industry standard software for production.
- B. Explain Movie Magic software for scheduling and budgeting.

VI. Professional Behavior

- A. Discuss the 10 work ethic traits prescribed by TCSG.
- B. Embrace work ethic traits in the classroom and during production exercises.
- C. Follow protocols and etiquette standards during assigned production exercises and when on a production set.
- D. Abide by industry standards to maintain a safe working environment.

VII. Set Operations

- A. Identify and discuss the different production paperwork and information disseminated to the cast and crew of a feature film or episodic TV production (i.e., call sheets, radio list, etc.).
- B. Compare the required call times for all cast and crew on a film and TV production set.
- C. Identify the difference between a script and sides and when they are used.
- D. Define the components of set security including lock-up and lock-down.
- E. Assemble and construct a variety of production paperwork.
- F. Analyze and create appropriate call times for cast and crew for a Film or TV production from predetermined production scenarios.
- G. Analyze and format script revisions and daily sides and determine distribution to the appropriate cast and crew.
- H. Describe the "Final Draft" (for script revisions) and script revisions protocols.
- I. Explain the role of the production office and its procedures.

VIII. Production Logistics

- A. Explain mechanics of location shooting versus in studio production.
- B. Identify the main functions of logistical support and services.
- C. Understand the function of the transportation department including talent parking and staging of production equipment.
- D. Explain the set-up and wrap-out of the "production village".
- E. Identify locational methods like orienteering, signage placement and fundamental GPS navigation.

IX. Career Planning & Self-Marketing

- A. Understand the importance of networking and centers of influence for building a career in the film industry.
- B. Apply basic networking skills to advance a career.
- C. Identify potential career paths relevant to your interests and skills.
- D. Draft a resume suitable for the film industry.
- E. Recognize the impact of unions on careers in the film industry.
- F. Decipher standard employment contracts and industry forms.
- G. Determine and establish a social media strategy to help support career growth, incorporating proper usage of a resume and business card.

GFA 1 Introduction to On-Set Film Production

H. Recognize the role of IMDB.

WORK ETHICS/EMPLOYABILITY SKILLS (for TCSG institutions)

The Technical College System of Georgia (TCSG) requires a separate work ethics grade for each class. Gwinnett Tech evaluates students on work ethics in all programs of study. The ten work ethics identified for student success are listed below:

1. Attendance: Attends class, arrives/leaves on time; notifies instructor in advance of planned absences; makes up assignments punctually.
2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
3. Teamwork: Respects rights of others; is a team worker, is cooperative, is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
4. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.
5. Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectations of self.
6. Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
7. Organizational Skills: Manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
8. Communication: Displays appropriate verbal and non-verbal skills.
9. Cooperation: Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
10. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Work Ethics grading will be by exception, with a default grade assigned as "Meets Expectations." The grading process is as follows:

Exceeds Expectations	=	3 points
Meets Expectations	=	2 points
Needs Improvement	=	1 point
Unacceptable	=	0 points

ACADEMIC INTEGRITY POLICY

considers *academic integrity* an integral part of learning. Any infraction of this honesty policy is detrimental to the student's education and to the integrity of the college. **The following cases of dishonesty are strictly forbidden:**

1. Plagiarizing any assignment. "Plagiarism" means using someone else's ideas or words without using quotation marks and/or giving credit by citation of source(s).
2. Copying / submitting another person's work.
3. Unauthorized taking of someone else's work.
4. Using unauthorized notes or equipment (including programmable calculators) during an examination.
5. Stealing an examination or using a stolen examination.

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6. Allowing another student to have access to your work, thereby enabling that student to represent the work as his or her own.
7. Having someone else take a quiz or exam in your place.
8. Fabricating information such as data for a lab report.
9. Falsifying a patient's medical record or a student's clinical record.
10. Using another person's file or diskette or copying another student's computer program.

Instructors may use **any one or more** of the following disciplinary measures for a case of dishonesty:

- A zero for the assignment.
- An "F" for the course.
- Recommendation of dismissal from the program.

In addition, if an online student is suspected of dishonesty, the instructor may require completion of onsite tests or other assessments.

Course Calendar

NOTE: Remember, this schedule 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: INTRODUCTION TO COURSE AND FILM INDUSTRY

- The structure of the course and the overall program, student and instructor goals, expectations and responsibilities
- The Film Industry - an overview of the over-all film production process, organizational structure and job descriptions including the role of film unions and guilds.
- Basic Production Skills – callsheets, protocols for communication, standard operations for a day on the set, unions and guilds
- Homework assignment: Read and discuss the handout, "Production Assistant's Pocket Handbook"

LESSON TWO: CRITICAL FILM PRODUCTION CONCEPTS

- Scene coverage and camera angles
- Shot composition
- In class assignments, per instructor
- Homework assignment, per Instructor

LESSON THREE: LIGHTING AND ELECTRICAL CONCEPTS AND EQUIPMENT

- Three point lighting technique
- Lighting theory – color temperature, intensity, angle, shadows, gels, diffusion, additional lighting techniques
- Fundamentals of electricity, as applied to film production and essential safety procedures

GFA 1 Introduction to On-Set Film Production

- Procedures for electrical distribution
- Introduction to common lighting instruments utilized in professional film production
- In class assignments, per instructor
- Homework assignment: Students watch scene from a film/TV show of their choice and create a list of shots used in the scene and/or a diagram of lighting set up used
- Homework: Review for Test #1

LESSON FOUR: GRIP GEAR & DOLLIES

- Test #1
- Introduction to common grip equipment utilized in professional film production
- Introduction to dollies, jibs, sliders and other common movement devices utilized in professional film production
- Basic knot-tying skills
- In class assignments, per instructor
- Homework, TBD per instructor

LESSON FIVE: BASICS OF THE CAMERA, LENSES & OPERATION

- Review Test #1
- Fundamentals of cameras utilized in professional film production
- Theoretical concepts of lenses and settings
- In class assignments, per instructor
- Homework, TBD per instructor

LESSON SIX: SOUND & MIDTERM REVIEW

- Theoretical concepts of sound recording
- Fundamentals of sound equipment utilized in professional film production
- In class Review of Material for Test #2 (Midterm)
- In class assignments, per instructor
- Homework: Midterm Review

LESSON SEVEN: MIDTERM EXAM

- Written Mid-term Exam
- Practical (Hands-on) Midterm Exam
- In-class assignments, per the instructor
- Homework: Utilizing GFA's Resume Format document, students are to create the first draft of their resume

LESSON EIGHT: ASSISTANT DIRECTORS & PRODUCTION OFFICE

- Review Test 2 (Mid-term Exam)
- Introduction to duties of Assistant Directors and Production Assistants, from pre-production to completion of production
- Introduction to duties of the Production and Accounting Office staff, from pre-production to completion of production
- In class assignments, per instructor
- Homework: Utilizing the supplied template, students build a callsheet for a mock production, per the instructor

GFA 1 Introduction to On-Set Film Production

LESSON NINE: LOCATIONS, CASTING & SCRIPT SUPERVISORS

- Introduction to the responsibilities of the Location Department
- Introduction to the responsibilities of the Casting Department
- Introduction to duties of the Script Supervisor, from pre-production to completion of production
- In-class assignments, per the instructor
- Homework: Utilizing the supplied templates, students scout, photograph and document a location for a mock production, per the instructor

LESSON TEN: ART DEPARTMENT

- Introduction to hierarchy and responsibilities of the Art Department on a professional film production
- Introduction to duties of Hair & Makeup Department
- Introduction to duties of Wardrobe Department
- Activity with Set Construction
- In class assignments, per the instructor
- Homework: Read class production script and make notes as representative of assigned department
- Homework: Review for Test #3

LESSON ELEVEN: THE PRODUCTION MEETING & FINAL EXAM REVIEW

- Test #3
- Class discusses breakdowns of scenes for in-class production & assigns responsibilities
- Review material and expectations for Written & Practical Final Exams
- In-class assignments, per the instructor
- Homework: Preparations for in-class production scenes

LESSON TWELVE: PRACTICAL FINAL EXAM: IN-CLASS PRODUCTION (EXTERIOR SCENE)

- In-class production scenes, per the instructor
- Homework: Preparations for in-class production scenes

LESSON THIRTEEN: PRACTICAL FINAL EXAM: IN-CLASS PRODUCTION (INTERIOR SCENE)

- In-class production scenes, per the instructor
- Homework: Study for Written Final Exam

LESSON FOURTEEN: WRITTEN FINAL EXAM & DAILIES SCREENING

- Student Course Evaluations
- Assessments from in-class production scenes
- Student Work Ethic Assessments
- Written Final Exam
- Screening of footage shot during In-Class Productions
- Homework: Revise Final Resume & email to GFA Career Development Director

LESSON FIFTEEN: SELF-MARKETING & GUEST SPEAKERS

GFA 1 Introduction to On-Set Film Production

- Presentations with working industry professionals
- Concepts and techniques for self-marketing
- Individual consultations on resumes and career goals with GFA Career Development Director

LESSON SIXTEEN: FIELD TRIPS & PREPARATION FOR ADVANCED COURSES

- Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electrical equipment rental house
- Homework: TBD, per instructor
- Preparation for Craft Courses & Internship Program
- Protocols & Etiquette for On-Set Success
- In-class assignments, per the instructor

GFA 1 Introduction to On-Set Film Production

FALL 2018 INSTRUCTOR EVALUATION OF STUDENT FOR GFA INTERNSHIP

NAME OF STUDENT: _____

INSTITUTION: _____

GFA 1 INSTRUCTOR: _____

CURRENT GRADE: _____ # OF ABSENCES: _____ # OF TARDIES: _____

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

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

1 2 3 4 5

How would you rate the student's performance in demonstrating on-set skills?

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

POINT TOTAL: _____

Instructor's Final Evaluation

Recommend Consider Neutral Discourage Strongly Discourage

Instructor's Notes:

STUDENT'S INTERNSHIP PREFERENCE: _____

GFA 1 Introduction to On-Set Film Production

RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT – FALL 2018**Question 1: How would you rate the student's in-class performance and participation?**

1 (Poor)

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

2 (Below Average)

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

3 (Average)

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

4 (Above Average)

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

5 (Excellent)

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

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

1 (Poor)

- The student demonstrates inadequate understanding of essential communication with walkies
- The student has not improved their overall production skill set during the course
- The student does not demonstrate the skills needed for the department of their preference
- The student does not demonstrate proper set etiquette
- The student does not adequately operate the equipment needed for the department of their preference

2 (Below Average)

- The student demonstrates moderate understanding of essential communication with walkies
- The student has moderately improved their overall production skill set during the course
- The student moderately demonstrates the skills needed for the department of their preference
- The student moderately demonstrates proper set etiquette

GFA 1 Introduction to On-Set Film Production

- The student moderately operates the equipment needed for the department of their preference

3 (Average)

- The student demonstrates adequate understanding of essential communication with walkies
- The student has adequately improved their overall production skill set during the course
- The student adequately demonstrates the skills needed for the department of their preference
- The student adequately demonstrates proper set etiquette
- The student adequately operates the equipment needed for the department of their preference

4 (Above Average)

- The student demonstrates a mastery of essential communication with walkies
- The student has substantially improved their overall production skill set during the course
- The student occasionally assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student occasionally assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper set etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student occasionally assists others with mastering the equipment needed for the department of their preference

5 (Excellent)

- The student demonstrates a mastery of essential communication with walkies
- The student has substantially improved their overall production skill set during the course
- The student consistently assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student consistently assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper set etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student consistently assists others with mastering the equipment needed for the department of their preference

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

1 (Poor)

- The student's written communication rarely or never demonstrates clarity
- The student's written communication rarely or never demonstrates accuracy
- The student's in-class presentations are incohesive
- The student's verbal communication rarely or never demonstrates clarity
- The student's verbal communication rarely or never demonstrates accuracy
- The student's verbal communication rarely demonstrates appropriate politeness

2 (Below Average)

- The student's written communication only occasionally demonstrates clarity
- The student's written communication only occasionally demonstrates accuracy
- The student's in-class presentations are somewhat incohesive
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness

3 (Average)

- The student's written communication consistently demonstrates clarity
- The student's written communication consistently demonstrates accuracy
- The student's in-class presentations are cohesive
- The student's verbal communication consistently demonstrates clarity

GFA 1 Introduction to On-Set Film Production

- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness

4 (Above Average)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student occasionally assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student occasionally assists other students with improving their verbal communications

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student consistently assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student consistently assists other students with improving their verbal communications

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

1 (Poor)

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

2 (Below Average)

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

3 (Average)

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

4 (Above Average)

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

5 (Excellent)

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

GFA 1 Introduction to On-Set Film Production

- The student consistently assists faculty and staff with facility maintenance

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

1 (Poor)

- The student rarely or never demonstrates an understanding of departmental hierarchy
- The student rarely or never demonstrates an understanding of the integration of various departments
- The student rarely or never demonstrates an understanding of safety protocols and regulations
- The student rarely or never demonstrates a pursuit of production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of departmental hierarchy
- The student only occasionally demonstrates an understanding of the integration of various departments
- The student only occasionally demonstrates an understanding of safety protocols and regulations
- The student only occasionally demonstrates a pursuit of production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of departmental hierarchy
- The student consistently demonstrates an understanding of the integration of various departments
- The student consistently demonstrates an understanding of safety protocols and regulations
- The student consistently demonstrates a pursuit of production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of departmental hierarchy
- The student occasionally assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student occasionally assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student occasionally assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student occasionally assists others with the pursuit of production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of departmental hierarchy
- The student consistently assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student consistently assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student consistently assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student consistently assists others with the pursuit of production knowledge outside of class

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

1 (Poor)

- The student rarely or never demonstrates a positive attitude on set
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to multiple situations
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude on set
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to multiple situations

GFA 1 Introduction to On-Set Film Production

- The student only occasionally performs at their maximum potential

3 (Average)

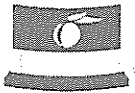
- The student consistently demonstrates a positive attitude on set
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to multiple situations
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student consistently assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential



GEORGIAFILM
ACADEMY®

I certify I have read and understand the terms and requirements in this syllabus for Georgia Film Academy Course 1, Fall semester 2018.

Signature

Print name

Date

Institution

GFA - 2000 - Film & Television Production Internship

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 2000

Course Title* Film & Television Production Internship

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* Upon successful completion of GFA Course 1, the GFA Film & Television Production Internship course is a 6-hour option as part of the 18 credit hours needed for the Georgia Film Academy (GFA) Certification Program. The course is designed to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standards, organizational structure, professional equipment and on-set procedures by giving students hands-on experience on the sets and offices of working film productions and businesses. Students will also have an opportunity to network and to build resumes in order to help market themselves with the intention of integrating into the film industry as entry-level workers.

All productions will be conducted under the auspices of a professional production entity, production company studio or film business. All aspects of on-set and production office activities will be conducted at a level of professional standards common to the film industry. Particular emphasis will be placed on safety and the recognition and application of industry-standard safety practices.

While some of the GFA Internship course will feature a more in-depth analysis of the various production crafts, the bulk of the course will focus on professional-level projects, on which students will have active roles in on-set and production office crafts.

**Is the
addition/change** Yes

related to core,
honors, or XIDS
courses?* No

Is this a General
Education
course?* Yes No

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

Is this a School of
Nursing course?* Yes No

Is this a College
of Education
course?* Yes No

Desired Effective
Semester* Spring

Desired Effective
Year* 2019

Frequency 3

Grading* Undergraduate
Standard Letter

Student Learning Outcomes Learning Objectives

- 1) Describe and Explain specific on-set film crafts, functions and inter-relationships.
- 2) Summarize and give examples of actual on-set jobs performed.
- 3) Evaluate and compare capabilities relative to skills as evidenced on-set.
- 4) Describe pathways to a specific film industry career.
- 5) Demonstrate film industry standard professional work habits.
- 6) Evaluate and compare the Production Internship Experience.
- 7) Explain and demonstrate film industry standard procedures and protocols.
- 8) Identify and list skill sets used in specific on-set craft jobs.
- 9) Appraise the potential for working in a specific film craft area or job.
- 10) Apply program course knowledge and skills sets to actual on-set jobs.
- 11) Explain job/site safety and precautions for job/site hazards.
- 12) List the uses of personal protective equipment (PPE).
- 13) Identify the safety equipment and procedures related to safe work practices and environment.
- 14) Identify fire prevention and protection techniques

15) Explore Hazardous Communications (HazCom) including Material Safety Data Sheets (MSDS)

Rationale* This is the common numbering solution converting our FILM 1000 to GFA 1000 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* Cost: \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the Georgia Film Academy

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 20

Attach syllabus* Syllabus has been attached - This is required

**GEORGIA FILM ACADEMY
FILM & TELEVISION PRODUCTION INTERNSHIP
COURSE SYLLABUS**

GFA Film & Television Production Internship Course
FILM XXXX – Film & Television Production Internship
XXXX Department
Credits: 6

Georgia Film Academy

XXXXXX Institution

Spring 2018

Instructor: XXXXXXXX

Classroom: Pinewood Studios, Classroom #

Office Hours: M/W 9-10 and 4-5, and by appointment

Phone:

e-mail: xxxxxx@gmail.com

Texts: None

Materials/Tools Required: TBA

Prerequisite

GFA Course I – Introduction to On-Set Film Production

Course Description

Upon successful completion of GFA Course I, the GFA Film & Television Production Internship course is a 6 hour option as part of the 18 credit hours needed for the Georgia Film Academy (GFA) Certification Program. The course is designed to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standards, organizational structure, professional equipment and on-set procedures by giving students hands-on experience on the sets and offices of working film productions and businesses. Students will also have an opportunity to network and to build resumes in order to help market themselves with the intention of integrating into the film industry as entry-level workers.

All productions will be conducted under the auspices of a professional production entity, production company studio or film business. All aspects of on-set and production office activities will be conducted at a level of professional standards common to the film industry. Particular emphasis will be placed on safety and the recognition and application of industry-standard safety practices.

While some of the Internship course will feature a more in-depth analysis of the various production crafts, the bulk of the course will focus on professional-level projects, on which students will have active roles in on-set and production office crafts. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects. To be selected to participate in a production, a student must commit to working as scheduled the

GFA Film & Television Production Internship Course

full term of the project and must follow the professional standards. Students who cannot meet those standards will not be permitted to continue on the project.

Course Objectives

- 1) Describe and Explain specific on-set film crafts, functions and inter-relationships.
- 2) Summarize and give examples of actual on-set jobs performed.
- 3) Evaluate and compare capabilities relative to skills as evidenced on-set.
- 4) Describe pathways to a specific film industry career.
- 5) Demonstrate film industry standard professional work habits.
- 6) Evaluate and compare the Production Internship Experience.
- 7) Explain and demonstrate film industry standard procedures and protocols.
- 8) Identify and list skill sets used in specific on-set craft jobs.
- 9) Appraise the potential for working in a specific film craft area or job.
- 10) Apply program course knowledge and skills sets to actual on-set jobs.
- 11) Explain job/site safety and precautions for job/site hazards.
- 12) List the uses of personal protective equipment (PPE).
- 13) Identify the safety equipment and procedures related to safe work practices and environment.
- 14) Identify fire prevention and protection techniques
- 15) Explore Hazardous Communications (HazCom) including Material Safety Data Sheets (MSDS)

Course Requirements

1. Internship Experience. You will be scheduled for 20 consecutive 8.5 - hour days (typically Monday-Friday); minimum

On the set or in the production office of a professional working project. Projects will include: feature and made-for-TV or cable films, pilots, series or other similar productions OR

In a professional film-related company

2. Production Experience Journal. You are responsible for reading and understanding the requirements of this journal available from your instructor.

3. Guest Presentations. You will attend five (5) of eight (8) presentations by film industry professionals outside of your internship experience hours. Information will be e-mailed by your instructor or Kate McArdle, GFA Workforce Director. After you attend each presentation, you will answer four questions online about the presentation.

4. OSHA 10 Safety Training. You will be enrolled in an industry-standard certified OSHA 10 safety training course. The course may be delivered in-person or on-line. You should complete the training course before you start your internship experience. Information will be e-mailed by Kate McArdle.

5. Interface Sessions. You will attend three "Interface Sessions" outside your internship experience hours with your instructor and, as needed, GFA staff. Schedules for those sessions will be e-mailed by your instructor.

GFA Film & Television Production Internship Course

6. Self-Evaluations. You will be responsible for compiling and submitting two Self-Evaluations: one at the mid-point of your Internship Experience and one at the conclusion. Requirements for these evaluations will be sent to you by your instructor.

<u>Evaluation and Grading</u>		<u>Points</u>
1)	STUDENT ON-SET JOURNAL	100
2)	ON-SET ATTENDANCE	200
3)	SELF-EVALUATION	100
	Mid-Point	50
	Final	50
4)	*ADVISOR EVALUATION OF STUDENT INTERN	200
5)	OSHA TRAINING	100
6)	PRESENTER SESSIONS (5 @ 20 points/ea)	100
7)	FINAL INSTRUCTOR EVALUATION	200
TOTAL POINTS		1,000

*Instructor Evaluation of Students will be based on the list of criteria found in "Professional Production Practices for Students" available from your instructor.

Grading Scale:

900-1000 points	A
800-900 Points	B
700-800 Points	C
600-700 Points	D
Less than 600 Points	F

NOTE: In order to receive a Georgia Film Academy Certification, students must achieve a grade of "B" or higher.

INTERNSHIP COURSE GRADING RUBRICS

JOURNAL

5pt. for each Journal entry; one entry per day on-set

(or in office, rental house, etc.); information must be complete 100

ATTENDANCE

10 pt. for each day on-set 200

SELF-EVALUATIONS

Mid-term; Check for complete info; needs to have narrative analysis of one paragraph minimum; must be submitted 50

GFA Film & Television Production Internship Course

after 10 days on-set before reporting for 11 th day	
Final; complete info; needs to have narrative analysis of one paragraph minimum; must be submitted in a timely manner (i.e. no later than one week before the end of the term).	50
SUPERVISOR FEEDBACK	200
Using a 1-5 scale. With 1 as the worst and 5 as the best, @ 40 pts/each	
GUEST PRESENTERS	100
Answer 4 questions (accessed online) per presenter thoroughly @ 5 pt/each question; 5 Presenters must be viewed over the course of the term	
OSHA 10	
Using % scores from the training providers GFA staff will calculate and report to instructors	100
FINAL INSTRUCTOR EVALUATION	200
Submitted all materials orderly and timely; on a scale of 100 Participation/communication; on a scale of 100 Interaction in class meetings Feedback from Workforce Office	
TOTAL POINTS	1,000

Student Internship Experience Journal

A requirement for the successful completion of the GFA Film & Television Production Internship Course of the Georgia Film Academy Certification Program, and indeed of the program itself, is the compilation and submission of a Student Internship Experience Journal which documents the Internship Experience.

Because student assignments and production environments will vary widely on a set, in a production office, in a rental house or film-related business, no two students can be expected to have the same experience, even on the same production. Further, it is also the nature of productions that individual students may be tasked to work in different departments or in different jobs in the same department even in the same day. Other students may work at just one craft job for an entire production.

For that reason, students need to track each internship day with regard to department, job, supervisor and tasks using the Student Internship Experience Journal Template.

JOURNAL REQUIREMENTS

1. Daily Log Section
This section requires students to list basic information regarding each day's experiences: date; time on set or in office; job title; supervisor; be sure to note page number (i.e. the first day of your Internship is #1, etc.)
2. Slug Line
One sentence description of tasks and location
3. Daily Production Report
Detail activities, skills used, skills/lessons learned
4. If the production permits, students will also be required to submit at least one Call Sheet with the Journal
5. Summary
Indicate student, home school and production title; dates on-set or in office and total number of hours on the production and total pages for this particular Internship.

DAILY JOURNAL SUBMISSION

GFA Film & Television Production Internship Course

Students must submit completed Daily Journals to their Instructor. Submissions must be made by 11:59 PM the Sunday before the Monday of the next on-set work week. If the internship starts on a different day, then the Daily Journal posting must be made by 11:59 PM on the eve prior to your 6th day on-set.

MID-POINT SELF-EVALUATION

Submit Mid-Term Self-Assessment when you have reached the mid-point of your Internship Experience – after the 10th day.

FINAL DOCUMENTS

When you have completed your internship experience, submit your last Daily Journals, a Journal Summary Cover Sheet and a Final Self-Assessment by 11:59 PM on the last Sunday of your last week.

Student Internship Experience Daily Journal Template

1. DAILY LOG

Page #

Student Name

Term

Date

Home School

Name of Production

Department

Supervisor

Job

Start Time

End Time

Total Hours Today

2. SLUG LINE

3. DAILY PRODUCTION REPORT

A. Activities

B. Skills used

C. Skills/Lessons Learned

Student Internship Experience Journal Summary Cover Sheet

(submit as first page for completed 20 day journal by final day of semester)

Student Name

Term

Date

Home School

Name of Production or Company

Start Date

End Date

Total Hours

Total Pages

Student Self Assessment [MID-PROJECT]

To be submitted after your first 10 days or 80 hours.

On a scale of 1-5. 1 being the lowest or least and 5 being the highest or most, rate yourself on the following criteria:

Have I been on-time	1	2	3	4	5
Have I been prepared to work	1	2	3	4	5
Have I understood instructions that were given me	1	2	3	4	5
Do I feel I was working in a safe environment	1	2	3	4	5
Do I get along well with other crew members	1	2	3	4	5
I can see how this experience will help me with my career goals	1	2	3	4	5
I feel comfortable working in the film industry	1	2	3	4	5
How would you rate this experience so far	1	2	3	4	5

Briefly describe ways in which you could use the experience gained so far in this internship:

Briefly describe ways in which this experience could be improved for you:

Student Self Assessment [FINAL]

To be submitted at the conclusion of your Internship Experience.

On a scale of 1-5. 1 being the lowest or least and 5 being the highest or most, rate yourself on the following criteria:

Was I on-time	1	2	3	4	5
Was I prepared to work	1	2	3	4	5
Did I understand instructions that were given me	1	2	3	4	5
Did I feel I was working in a safe environment	1	2	3	4	5
Did I get along well with other crew members	1	2	3	4	5
I can see how this experience will help me with my career goals	1	2	3	4	5
I felt comfortable on this work environment	1	2	3	4	5
Overall how would you rate this experience	1	2	3	4	5

Briefly describe ways in which you could use the experience gained in other film productions:

Briefly describe ways in which this experience could be improved for future students:

GUEST SPEAKERS

There will be several guest speaker engagements, featuring prominent working professionals in various crafts in the film/TV industry throughout the semester. There is also a library of videos of speakers from past semesters.

The sessions will take place at IATSE Headquarters, and some on the campuses of GFA Collaborative Institutions.

Each GFA Internship Student is required to attend or view at least five (5) of these sessions.

There will be a short answer questionnaire that will be provided by your instructor. You'll submit your short narrative answers on the discussion board allotted for that particular guest speaker.

Due by 11:59 p.m. on first Sunday following the event.

The Georgia Film Academy Internship program provides professional workforce training for film production. Film production has high expectations for both professional preparedness and set code of conduct.

Professional Practices

When being considered for an internship:

- Treat your internship as a job
- Show up on time for the interview
- Take internship opportunities; do not pass on every option if they do not fit your expectations
- Take internship only when prepared to go to work
- Have a valid and working email address and voicemail
- Check and respond to e-mails and voicemails. Clear inbox. Check your email and voicemail often
- Return calls from Productions even if you are not interested in the job
- Use proper resume formatting
- Wear proper attire for job interview
- Contact instructor of record on a weekly (or bi-weekly) basis – respond to his/her e-mails

When working on the internship:

- Arrive On Time (generally, at least 15 minutes early is considered to be on time)
- Do your job and don't tell anyone else how to do theirs unless they ask for help or are in danger
- Be polite: Always say please, thank you and you're welcome (not "yeah")
- Be humble: when someone compliments you on a job well done, thank them
- Listen and ask questions: If you have any doubt about what has been requested of you.
- Always write it down! Never go on set or to work without a small pad and pen/pencil (writing on your hand doesn't count). Writing it down helps you remember what you are told to do
- Be alert: Watch for every opportunity to assist your fellow crew members
- Make your superior look good by doing your job efficiently and you will become invaluable to him/her
- Learn people's names and positions as a matter of respect and to show you care
- Do not complain: Moods are contagious and people prefer to work with people who have a good attitude
- When you arrive, check in with your superior as things often come up that need immediate attention
- No loud talking at any time on set because the production team needs to concentrate
- Hold all sensitive conversations out of ear range of others as a courtesy to those involved
- Have the correct tools for the job: It is your responsibility to own the right tools and to know their use
- Learn the correct terminology for all equipment and use it whenever possible
- Admit it when you make a mistake: It is much easier to undo a mistake if it is revealed immediately
- Never take "Set Heat" personally: Harsh words are common on set in the heat of production, listen more to "what they say", not how they say it
- Do not let any prior night activities affect your work performance

- Never allow personality conflicts to get out of control: There will be people who you will find difficult to get along with, but you will only be working together for a short period of time
- Withhold critical opinions of other people's work unless you are the Director, DP or Executive Producer
- Be patient: All departments have the right to finish their work without hostility from other workers
- Be efficient: The worst thing you can do is to hold up the set – TIME IS MONEY
- Don't quit your internship without first talking to the GFA Workforce Director – Kate McArdle 404-962-3099 office.
- "I need time off for...", is not a valid excuse to miss a day of your internship

Production Set Code of Conduct

- Respect the actor's space: Stay out of their eye-line whenever possible and work quietly around them
- No Autographs when working with a famous actor: NEVER ask for pictures or autographs
- Follow the chain of command: Suggestions & complaints should be made through your direct supervisor
- Avoid cursing and telling distasteful jokes as a matter of respect for co-workers and young actors
- Turn off Phones or leave them in your car until lunch or wrap
- Never touch props: It is often a "hot set" and moving something might ruin continuity
- Friends and family are not allowed on set unless you clear it in advance with the AD or UPM
- Photos and video are usually prohibited unless you clear it in advance with the AD or UPM
- Do not talk about the production outside of the set and do not post anything about the production or talent on social media
- Never leave the set unless there's a real emergency and only after checking with the AD, UPM or direct supervisor/department lead
- Respect civilians: Maintaining positive public relations is the responsibility of all set technicians
- Respect locations: We are dependent on using locations and can't afford to lose any
- Respect the gear: Film equipment is valuable and needs to be handled carefully
- Never force it: If equipment seems to be stuck, chances are that you are doing something wrong...ask for help
- Report dangerous conditions (including drug or alcohol use by co-workers) to the AD or UPM immediately
- NEVER BE INTOXICATED ON SET
- Never have drugs, alcohol or any illegal contraband on set
- Avoid loose clothing or jewelry: It can get tangled in equipment and cause an accident or injury
- Dress Appropriately
- Wear closed toe shoes



I certify I have read and understand the terms and requirements in this syllabus for Georgia Film Academy Film & Television Production Internship course, Spring semester 2018.

Signature

Print name

Date

Institution

GFA - 2010 - Set Construction and Scenic Planning

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

GFA

Course Number* 2010

Course Title* Set Construction and Scenic Planning

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type*

Georgia Film Academy

College - School/
Department*

Department of English and Philosophy

Catalog Course
Description*

This course is designed to equip students with entry-level skills and knowledge of set construction for the film and television industry. Students will participate in goal oriented class projects including reading blueprints, set safety, use of power tools, carpentry, scenic paint and sculpting. A large emphasis will be placed on set etiquette including, but not limited to, attitude, professionalism and technique on and off set.

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

Yes

No

Is this a General
Education
course?*

Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester*

Desired Effective Year*

Frequency

Grading*

Student Learning Outcomes

Competency 1 Understand the fundamental job descriptions within an art department on a film or episodic TV production.

Competency 2 Demonstrate safety procedures and etiquette on set and in a scene shop.

Competency 3 Identify materials used for set construction (i.e., wood, foam, paint, etc.).

Competency 4 Describe services provided by scene shop and vendors in the film industry.

Competency 5 Build scene shop structures (i.e., work tables, jacks, and shelves) for on set organization and support.

Competency 6 Build basic set structures including Hollywood flats, door flats, and window flats.

Competency 7 Demonstrate proper techniques and application for painting, texturing, and faux finishes.

Competency 8 Create a working scaled diagram or blueprint of a set piece.

Competency 9 Formulate and construct a set for a film or episodic television.

Competency 10 Explain what the art department does during a production and after wrap is called.

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2010 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* Cost: \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the Georgia Film Academy

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 20

Attach syllabus* Syllabus has been attached - This is required

GFA - 2020 - Lighting and Electric

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 2020

Course Title* Lighting and Electric

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* This course is designed to equip students with the skills and knowledge of electrical distribution and set lighting on a motion picture or episodic television set in order to facilitate their entry and advancement in the film business. Students will participate in goal oriented class projects including power distribution, set protocol and etiquette, properly setting lamps, department lingo, how to light a set to feature film standards, motion picture photography, etc. A large emphasis will be placed on set etiquette including, but not limited to, attitude, professionalism and technique on and off set.

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

Is this a General Education course?* Yes No

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

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

Student Learning Outcomes

Competency 1 Understand the role of the Electric Department on a film or episodic TV production

Competency 2 Describe the workflow within the Electric Department from preproduction until after wrap is called.

Competency 3 Demonstrate on-set and Electric Department safety procedures.

Competency 4 Demonstrate proper etiquette on-set and within the Electric Department.

Competency 5 Lay out electrical distribution for the set.

Competency 6 Discuss and provide reasons for using certain lighting choices in regard to color, quality, and quantity in order to support the script.

Competency 7 Demonstrate how to produce and control lighting in regards to color, quality, quantity, and direction.

Competency 8 Discuss the relationship between light and the camera/lenses.

Competency 9 Demonstrate tasks performed by a lighting technician on a typical "day on the set".

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2020 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Attach syllabus* Syllabus has been attached - This is required

**GEORGIA FILM ACADEMY – Electric and Lighting
COURSE SYLLABUS**

**GFA
Electric and Lighting**

Instructor: Brian Gunter

Credits: 6

Pre-requisite: GFA 1

Classroom:

Office Hours: by appointment, usually before class

e-mail: bhgunter@gmail.com

Texts: “Set Lighting Technician’s Handbook: Film Lighting Equipment, Practice, and Electrical Distribution”
Box, Harry
Fourth Edition



Materials/Tools Required:

work gloves
multi-tool
pen, pencil, notepad
proper attire, closed toe shoes
internet access

Optional:

voltage meter screwdriver set
voltage tester allen wrench set
ground tester crescent wrench
amprobe tool pouch/belt
cut off pliers

COURSE PURPOSE

This course is designed to equip students with the skills and knowledge of electrical distribution and set lighting on a motion picture or episodic television set in order to facilitate their entry and advancement in the film business. The course is offered in collaboration with the Georgia Film Academy. Students will participate in goal oriented class projects including power distribution, set protocol and etiquette, properly setting lamps, department lingo, how to light a set to feature film standards, motion picture photography, etc. A large emphasis will be placed on set etiquette including, but not limited to, attitude, professionalism and technique on and off set. Students are expected to attend open labs such as guest speakers or OSHA safety classes to complete course assignments.

COURSE GOAL

Upon completion of this course, the student will be ready to enter the film industry at the feature film level as a freshman set lighting technician. The student will have a very solid and broad base of knowledge that will allow him/her to integrate with the crew from the first day. This knowlwdge includes but is not limited to the equipment, techniques, communications, specifications, etc. used in the set lighting department.

GFA Electric and Lighting Course

In addition to the knowledge, the student will also be well aware of the physical requirements and expectations the job will require. The student will also have a virtually complete understanding of the behavior of light and how to manipulate and control it to feature film standards.

Having stated the above, the level of preparedness of each student will be very much dependant on the students' participation and effort in learning the material and using the equipment. If the student earns an A grade in this course, he/she can consider themselves ready to embark on a career in the set lighting department.

NOTE

There are many facets of the film business ranging from documentaries, commercials, and corporate material to large budget feature films. The requirements for each are not equal in resources needed: equipment, labor and time, and for that matter, experience.

Since the vast majority of the work that is coming into the state of Georgia is either feature film work or higher end episodic television, and these areas are where the majority of the graduates of this course will find work, that will be the perspective from which this course is taught. And your instructor did nothing but feature films for many, many years and it is what he is immensely familiar with.

Feature films and episodic television are the most challenging filmmaking there is from a lighting, electrical, camera and exposure perspective. So competency in the feature film arena will easily translate to other disciplines in the film business.

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.

METHODS OF INSTRUCTION

The course will be presented through lectures, discussions, audio-visual materials, demonstrations, written and reading assignments, tests, and assessments of student demonstrated skills. The industry, especially the electric department, 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.

In addition, each session will be given a reading assignment that is to be completed before the next class. In many instances, specific audio/visual presentations will be indetified for further study.

A discussion board and/or Facebook page will be set up so the students and instructors can exchange what is to be taken from the material as far as applying the lessons and ideas learned to the practical work on the set. The posts are expected to appear before the next class which will pertain to the current reading assignment.

The majority of the reading assignments will be during the first seven or eight classes allowing for the later classes to utilize all of the lessons learned as the students are involved with more and more actual hands –on work, putting their knowledge to use.

GFA Electric and Lighting Course

All reading assignments will come from the textbook referenced on page one of this syllabus.

GOOGLE DRIVE

The class will make use of Google Drive in order to communicate and deliver materials. All of the presentations that will be featured are in folders and the class will have it's own folder which will have material related to the specific semester and individual folders for each student to place assignments, etc. If you are not familiar with Google Drive, please take the time to research it and become comfortable in its' use. Stating that one does not understand the drive will not be an excuse to not have materials in your folder on time. It is easy to use and without being able to use it, you will put yourself at a great disadvantage. It is recommended that you use a computer to exchange files on the drive. Using your phone usually presents problems.

STUDENT COMPETENCIES

- Competency 1 Understand the role of the Electric Department on a film or episodic TV production
- Competency 2 Describe the workflow within the Electric Department from preproduction until after wrap is called.
- Competency 3 Demonstrate on-set and Electric Department safety procedures.
- Competency 4 Demonstrate proper etiquette on-set and within the Electric Department.
- Competency 5 Lay out electrical distribution for the set.
- Competency 6 Discuss and provide reasons for using certain lighting choices in regard to color, quality, and quantity in order to support the script.
- Competency 7 Demonstrate how to produce and control lighting in regards to color, quality, quantity, and direction.
- Competency 8 Discuss the relationship between light and the camera/lenses.
- Competency 9 Demonstrate tasks performed by a lighting technician on a typical "day on the set".

Course Calendar

NOTE: This schedule and outline is subject to change to better suit the pace of the class. Any adjustments will likely be for the students' benefit.

The class will participate in hands-on demonstrations and exercises throughout the course – at what times will be dependent on the pace of the various subjects under study.

SESSION ONE: INTRODUCTION TO THE COURSE, THE GEORGIA FILM ACADEMY, AND THE FILM BUSINESS AS IT RELATES TO ON SET WORK

- The structure of the course and the overall program, the purpose of the Georgia Film Academy, student and instructor goals, expectations and responsibilities, including behavior.
- The five stages of motion picture completion.
- The structure of the Electric Department: who's who, job titles, the hierarchy of the department.
- Learn the paperwork required in the department: start paperwork, deal memo, call sheets, etc.
- Understand the role of the Unions and discuss the pros and cons of Union membership. Union staffing requirements.

GFA Electric and Lighting Course

- Typical example of “getting the shot.” Typical day on set. The process: rehearse/block, show it to the crew/one for marks, light and set up shots, rehearse, shoot.
- When do you arrive and when do you go home? NDB breakfast.
- Attire. Language and addressing others.
- Being a collaborative and helpful film technician. Staying in your lane.
- Understand the need to adapt to different techniques and protocols demanded by the different Gaffers and Best Boys you will be working for.
- A look at some stages and sets
- Assign a student to post the class notes on Google docs.
- Homework: students are to write a short paper – 4-6 pages – detailing their previous involvement in the film industry or related fields, showcasing any experience they may have, why their interest in the course, and what is their goal coming out of this class. The homework is to be posted in their homework folder which is in their personal folder on Google docs.
- Reading assignment: chapters 12, 13 , 14 , 16
- Powerpoints: The Current

SESSION TWO: ELECTRICAL TERMS, DISTRIBUTION, AND THE EQUIPMENT USED

- The basics of electricity: voltage, amperage, wattage, impedance. Single phase, triple phase and AC and DC systems. Cable gauges. The ground circuit, the neutral circuit, the phased circuits. Electrical meters used. Balancing the amperage load. Troubleshooting.
- The electromagnetic field.
- Introduction to the electrical power sources utilized: generators (sizes, putt-putts incl.) and shore power (legal, illegal, power drops).
- Understand the AC cycle and the need for crystal controlled 60Hz power.
- Circuitry and switches.
- The cables, connectors, splitters, distribution boxes, dimmer packs, inverters, breakers (GFI), etc. used. AWG
- Battery power.
- Inventory and uses of electrical cable: distribution cable, header cables, ballast power cables, DMX control cable, etc.
- Voltage drop and how to avoid it. 240VAC 480VAC; Checking for continuity.
- Insulators and conductors.
- Wattages, amps pulled, etc. for each lamp and cable size. $W=V \times A$.
- Know the difference between AC current and DC current, the potential danger of each and the application of each on a set.
- Expendables used for the department; what’s on the tool belt.
- Checking for current leak, loose connections, arc signatures, etc.
- Introduction to the electrical distribution systems used and the proper way to administer, including high amperage sets involving the use of multiple generators, transformers, loop circuits, dimmer circuits, etc.
- Understand the role of the rigging crew.
- Properly cabling a set – doorways, over water, etc. Locations vis a vis stage
- Show and tell: photographs
- In class exercise: layout and construct a typical distribution system, including metering voltage, amperage and balance.
- Assign a student to post the class notes on Google docs.
- Homework assignment: layout a complete “typical” distribution system from the power source to the load sources (lamps).
- Reading assignments: Chapters 3 , 4 , 8 , 9 , 10

GFA Electric and Lighting Course

- Powerpoints: Fixtures, Lamps

SESSION THREE: LIGHTING INSTRUMENTS; LAMPS (BULBS), AND ACCESSORIES USED

- Lamps with lenses and lamps without lenses and their primary uses and industry names.
- The types of lenses and reflectors used; the components of the lighting instruments.
- The two main “bulbs” used; tungsten (quartz, incandescent) and gas discharge. Others: LED (solid state semiconductor), OLED, etc. Advantages/disadvantages of each.
- Cabling and ballast requirements for tungsten and gas discharge.
- Wattages, amps pulled, etc. for each lamp. $W=V \times A$. HMI – 80% light... tungsten 80% heat
- Tungsten and gas discharge sources. Power consumption and output comparisons.
- Early issues regarding color, ballast hum, light output.
- Battery powered lamps. AC inverters, etc.
- Accessories used: stands, scrims, barndoors, chimeras, gels, clothespins, grip, etc.
- Sizes: baby, junior.
- Safety features of lamps. Breakers, micro-switch, lens catch screens, etc.
- Causes of lamp failure.
- Major manufacturers: tungsten, HMI, fluorescent, LED, etc. KinoFlos
- Building your own – DIY.
- Properly setting a complete lamp, proper choice of stands, hardware, manpower, etc.
- Proper stand technique: risers, leveling, securing, moving a loaded stand, etc.
- Proper lamping technique.
- The new frontier: smart lights and their adaptation into motion picture lighting. LXR's, etc.
- Show and tell: photographs
- Exercise: identifying, setting up, operating, and discussing the functions of the different lighting instruments available.
- Assign a student to post the class notes on Google docs.
- Homework assignment: on Google, find five pictures of motion picture sets, download into the homework folder, and identify the lamps in use.
- Reading assignments: Chapters 1 , 7 , 15

SESSION FOUR: SET ETIQUETTE AND TECHNIQUE

- Knowing who needs courtesy power. Crafty vis a vis HMIs – 60 cycle.
- Monitoring voltage, amperage, cycles, heat buildup.
- Troubleshooting.
- How to construct and read a lighting plot. How to make use of storyboards.
- Stay in your lane. If hired as a third, work as a third – know your place.
- A good set lighting technician: on time, dependable, hardworking, collaborative, agreeable, disciplined, knowledgeable, etc.
- Transportation
- Setting up and executing lighting cues.
- Recognizing and respecting the actors' eyelines.
- When and where to go once the on set work is done and it's time to roll.
- The American system vis a vis the European system.
- Review so far.
- Exercise: learn and execute walkie talkie lingo, especially that which is specific to the electric department.
- Exercise: building a small setup – electrical and lighting.
- Assign a student to post the class notes on Google docs.
- Reading assignment: Chapter 4, 7 & 15

GFA Electric and Lighting Course

- Powerpoints: Aerial platforms, weather, moving vehicles, etc.

SESSION FIVE: RIGGING AND SAFETY

The role of the rigging gaffer, rigging best boy, rigging electricians

The responsibilities of the electrical rigging crew.

Heavy advance work. Cabling and distribution; lamp placements, aerial work platforms rigged, generator placement, locations permissions, safety, labeling cable, boxes, block and tackle and chain motors, load capacity, etc

Demonstrate proper electrical safety guidelines while working on a set; either a practical location or on a stage.

- When handling the electrical equipment, never make yourself a circuit. Ex: not working on your knees.
- Electrical safety regarding amperage loads, power source balancing, grounding, proper connections of cables, identifying and troubleshooting potential electrical issues, cable/connector repair, the use of circuit breakers and ground faults, etc.
- Safely rigging lamps on stands or off the ground, uneven terrain, etc.
- Working and rigging aerial platforms: condors, x-lifts, scaffolding, etc. Certification.
- Insert car/process trailer work; car to car work.
- Working in inclement weather: wet conditions, high winds, heat, night exterior, etc.
- Review the difference between AC current and DC current, the potential danger of each and the application of each on a set.
- The proper operation and usages for ladders, platforms and scaffolding in a set environment.
- Identify and describe heavy equipment and aerial work platform safe work practices (i.e., scissor lifts and one-man lifts, condors, fork lifts, and pallet jacks).
- Working on moving vehicles: insert cars and process trailers.
- Working around water. Manufacturers of water proof instruments.
- Fire extinguishers, refracil, etc.
- How to report safety issues: who to go to, who to call. Who is legally responsible.
- OSHA regulations and requirements.
- Union regulations, requirements and resources (tip lines, medic for all units, etc.)
- Assign a student to post the class notes on Google docs.
- Homework: Students are to write a brief report on the OSHA regulations.
- Reading assignment: Chapter 5
- Powerpoints: Light, Properties of Light

SESSION SIX: LIGHT

- The laws of physics and how they pertain to light. How light behaves – reflection, refraction, absorption. The human eye.
- The study of light. The visible spectrum.
- The basic terms and theories (3 pt. lighting). The inverse square – pertaining to exposure and optics.
- Why the need for lighting. Contrast control to adapt to the limitations of the imaging medium. Set the tone/mood: supporting the script. Reinforcing character attributes. To direct the audience's attention. The shadows are every bit as important as the light; at times, more so.
- The emotional power of the light.
- One word: CONTROL. Color, quality, quantity.
- Why the direction of the light is important. Is it the most important attribute?
- Show and tell: photographs, scenes.
- Discuss the work of some of the master cinematographers.
- Exercise: using the lighting instruments to display the conventions discussed.
- Midterm Review
- Assign a student to post the class notes on Google docs.
- Reading assignment: Chapter 5

GFA Electric and Lighting Course

- Powerpoints: The Quality of Light

SESSION SEVEN: THE QUALITY OF LIGHT

- Hard light and soft light and all in between. What effects the quality of the light. Understanding how to reproduce and control the quality of light.
- Softness on one dimension.
- “Give-aways” multiple shadows, two suns/moons, divergent window patterns, too much light on the walls, etc.
- Acceptable “cheats.”
- Available/ambient light: how to use, control, reproduce, etc.
- Diffusion.
- Show and tell: photographs, etc.
- Exercise: reproducing and controlling hard and soft light.
- Assign a student to post the class notes on Google docs.
- Homework: TBD
- Reading assignment: Chapter 6, 11
- Powerpoints: Color of Light, Quantity of Light, DMX 512

SESSION EIGHT: LIGHT – THE COLOR AND THE QUANTITY

- The color of light. Color temperature: the Kelvin scale. Ideal black-body radiator. Cosmetic colors, party colors, etc.
- White light – additive color.
- The psychology of color.
- Metering the color: the color temperature meter. Correcting the color. White Balance (film & digital).
- CRI: Color Rendering Index. Fluorescents, tungsten, HMI, vapor, LED
- Original HMI/ film negative color issues.
- Maintaining color temperature for tungsten, gas discharge, LED. Dimming capabilities, effects.
- The quantity of light. Metering the quantity of light: incident meters, spot meters, etc.
- Footcandles and lumens.
- Taking away light as opposed to adding it. When and why.
- F-stops and the factor of 2.
- Lumen maintenance
- DMX - 512
- How to control and reproduce. Tools: scrims, nets, diffusion, dimmers, “wasting” gel, filters (camera and lights), using polarizing filters to control quantity, etc.
- Hands on exercise – color and quantity.
- Assign a student to post the class notes on Google docs.
- Homework: download several frame grabs from a particular movie and give a detailed explanation of how it was lit and discuss the quality, quantity and color as it pertains to the story. For one frame in particular, diagram a schematic as to how you think the look was achieved in regard to the light.
- Powerpoints: Camera Settings and Operation, Grip

**SESSION NINE: THE RELATIONSHIP BETWEEN LIGHT and THE CAMERA & LENSES;
THE ESSENTIAL WORK OF THE GRIPS**

GFA Electric and Lighting Course

- A brief visit to the camera. Film cameras, digital cameras. Lenses and their uses.
- Understanding contrast in regard to the image capture medium and lenses.
- Depth of field.
- Understanding tonality and exposure: the gray scale.
- Exposure: aperture, f-stop, ASA, shutter speed, shutter angle, frame rate, etc. Understanding the effects of each and how they interact with light to affect exposure. Topics will be approached from a film camera perspective – understanding the mechanics, linkage, etc.: a much more thorough method of understanding than simply pushing a button on a digital camera.
- The relationship between blocking & staging and the set lighting.
- The imaging medium: film negative. Digital sensors. The dynamic range or latitude of each. Advantages and disadvantages of each.
- How to control: the tools: electric and grip: what hardware, how to use. The essential work of the grips
- Show and tell.
- Assign a student to post the class notes on Google docs.
- Powerpoints: Effects, Green Screen, Translights, How'd They Light It?

SESSION TEN: EFFECTS, COMPOSITE WORK, TRANSLITES HOW'D THEY LIGHT IT?

- Green screen, composite work.
- Lighting rain, snow, smoke, etc.
- Lighting for effects: fire, lightning, TV/computer screens, explosions, water ripple, green screen and composite work, reflective objects, police/fire/ambulance sirens, etc. and the equipment used to facilitate such effects
- Translites and backings on stage. Photographs
- How'd they light it?
- Reading assignment: Chapter 5 , 17
- Powerpoints: Days, Nights

SESSION ELEVEN: HOW TO APPROACH AND HANDLE VARIOUS SITUATIONS Quiz 2 – Light, color, quantity, quality and the control of each hands on

- Practical locations: D/ext, D/int, N/ext, N/int. Night for day, day for night.
- Stage sets: D/ext, D/int, N/ext, N/int.
- What happens when we “lose the light”?
- Utilizing uncommon equipment: strobes, concert/theatrical setups – smart lights; TV stations, etc.
- Building fixtures to address specific situations.
- What to be on the lookout for – avoiding difficult situations.
- 50/50s
- Demonstrations, photographs, film clips.
- Exercise: build and demonstrate the above.
- Assign a student to post the class notes on Google docs.
- Reading assignment: Chapters 17 & 18

SESSION TWELVE: FIELD TRIPS (if practical)

- Visits to local electric rental houses: MBS Lightings, The Rag Place, Chapman Cranes and Dollies

GFA Electric and Lighting Course

- Visit and explore generators and electric vehicles: forty footers, stakebeds, gators, trailers, etc.
- Q & A sessions at each stop.
- Students interact with community partners associated with the Electric Department.
- Assign a student to post the class notes on Google docs.

SESSION THIRTEEN: ARTISTIC/AESTHETICS – WHO, WHY, WHAT

- The relationship between the Gaffer (Chief Lighting Technician) and the Director of Photography. Discussions include quantity (light levels), quality, color, etc.
- Breaking down the script for artistic and aesthetic applications.
- Who participates and when.
- Using the light to support the story.
- Creating depth with light, drawing the audience's attention, keeping information from the audience, light and atmosphere.
- Knowing when to compromise.
- Consistency: shot to shot (coverage sizes, frame sizes, light axis/quality, shooting stop, etc.) Consistency from day 1 to day 80. Consistency from the lab, the crew, of the dailies, of the light (silk?), screen direction, etc.
- Lighting/shooting for the edit.
- One word: appropriate.
- Demonstrations, photographs, film clips.
- Hands on – lighting sets and faces
- Assign a student to post the class notes on Google docs.

SESSION FOURTEEN: WORKING WITH OTHER DEPARTMENTS; PREP AND WRAP; POSSIBLE FINAL EXAM

- How can Production Design affect and help? Set design: enough space in the stage for expected lighting style, translites, window and door placements, wild walls, wild ceilings, practical light fixtures, built-ins, location/stage schematics, tonal values, outlet placement, etc. Construction: set pieces for depth, cable troughs, stage risers, etc.
- How the Location department can help. Access permits and approval for generator, condor and scaffolding placements, adjoining property access, cable paths, street/lane closures, rigging/wrap days, shore power access, sprinkler systems, practical light operation (streetlights, fluorescents), staging areas, etc.
- Grip department: shaping the light, teasers, book lights, etc. Safety and rigging issues. Providing equipment: ladders, rigging, etc.
- Scouts – who goes, etc.
- Transportation: procurement of generators, trucks, condors, gators, trailers, stakebeds. Proper insert car and process trailer. Truck and liftgate maintenance. Rental house runs.
- How the ADs and PAs can help. AD: scheduling, controlling the set in regard to population, etc. Source of information.
- Casting department: good stand-ins – height, gender, hair color.
- Wardrobe: tonal values, doubles for the stand-ins.
- Hair and makeup: tonal values, color, touch-ups.
- Start paperwork, etc.
- Prep: the location scout – who should go, what to look for, what to accomplish. Light plots if needed. Forms such as equipment orders, scout forms. Equipment, personnel, time
- What is expected of the rental house. Inventory of equipment, paperwork. Prepping the truck and carts. Pre-rigging. Making a lighting/electrical list, for whom?
- Proper resources: equipment, labor, time, budget, resources from other departments.
- Where and how to procure equipment from other than the rental house – condors, Lowell lifts, ditch wenchers, 40 footers, generators, Home Depot, etc.

GFA Electric and Lighting Course

- Disseminating the electric department information to other departments. Who and why.
- The ability to adapt and change gears.
- Breaking down the script for resources and practical needs.
- There is no substitute for preparation.
- The production meeting.
- Wrap: inventory of equipment. L & D and recoverable assets.
- Assign a student to post the class notes on Google docs.
- Homework: visit a location of student's choice. Prepare location notes and from these prepare an equipment order that addresses electrical and lighting needs for a day interior and a night interior at that location.
- Study for the final

SESSION FIFTEEN: VIEW & REVIEW; POSSIBLE FINALS

- Students return all borrowed equipment
- Review and/or take Final
- Homework: Study for final
- Possible field trip

SESSION SIXTEEN: LAST DAY ON SET

- Applications for the Internship program are done
- Student Course Evaluations
- Student Work Ethic Assessments
- Students reflect on their experience in a group discussion
- Possible field trip

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 or e-mail) a failing grade(s) may be issued.

Any student who does not return from lunch will be marked as tardy, no matter when they arrived.

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

Students are allowed three absences. Two tardies count as one absence. Any absence – or two tardies – beyond the three allowed will result in a lowering of the final grade by ten points, or one letter grade.

The grace period for a tardy is 30 minutes, after that it is marked as an absence.

COURSE REQUIREMENTS**1) Tests – 40%**

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 may change dependant on where we are regarding the material.

The final exam will be given the next to last week in the class in order for evaluations for inclusion in the internship program to be done as soon as possible.

2) In-class assignments, participation and exercises – 40%

In class assignments: Almost every class session will have a hands-on component to it where 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.

The daily assignments, participation and exercises grade is based on a rubric. It includes attentiveness, participation in class and the workshop, execution of skills learned, teamwork and professionalism, including attitude towards your classmates, the course, the equipment and the instructor.

3) Homework – 20%

The homework will consist of reading from the textbook – there will be material from the book on the tests. There will also be exercises that will require you to download some frame grabs from a movie, television show or print advertising and discuss the lighting; making location notes; schematic diagrams of lighting setups, etc.

In addition, there will/could be some pop quizzes on the reading material. These grades will be integrated into the homework grade.

Homework received after the date assigned will be graded no higher than a 50. Received more than two days late will be graded as a zero.

4) Self-Assessments

In addition to the evaluations presented above, a few self-assessments will be scheduled throughout the term to allow students to gauge their comprehension of the course content.

At the end of each class, one student will be assigned to post the class notes on the class front page in Google Drive. Those who perhaps missed a class or for some other reason need to see the class notes, this is where they will find them. If you are chosen, your classmates are depending on you. Please write legibly if not typed and identify with session number and date.

5) Guest speakers

Over the course of the class, there may be guest speakers, perhaps three to seven per section, that will be presented, usually at the IATSE Local 479 building. The GFA2 Internship students are required to attend a certain amount of these. The Lighting/Electric students will be strongly encouraged to attend at least one of these presentations to assist in the lighting and second camera setup for the digital recording of these presentations, which will end up being posted on the GFA website. When the guest speakers are scheduled, a sign-up sheet will be available for you to pick the date/presenter that you would like to attend.

GFA Electric and Lighting Course

Attendance at these is not required, but attendance at several could offer some distinct advantages as far as networking is concerned. Since these are usually held at the Local 479 office, it could help kickstart your career by being around the Local and some of its' members.

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

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

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

COMPETENCIES/CRITICAL COMPETENCIES

In order for a student to receive course credit, the final weighted average of all course assessments must be 80 percent, "B". However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of "F".

WORK ETHICS/EMPLOYABILITY SKILLS (for TCSG institutions)

The Technical College System of Georgia (TCSG) requires the assessment of student work ethics in all academic programs, which may include a work ethics grade for this course. The ten work ethics identified for student success are listed below:

1. Attendance: Attends class, arrives/leaves on time; notifies instructor in advance of planned absences; makes up assignments punctually.
2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
3. Participation, both in class and in the lab – working with the equipment.
4. Teamwork: Respects rights of others; is a team worker, is cooperative, is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
5. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.
6. Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectations of self; understands their place and role on the crew.
7. Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
8. Organizational Skills: Manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
9. Communication: Displays appropriate verbal and non-verbal skills.
10. Cooperation: Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command; works well with the other departments.

GFA Electric and Lighting Course

11. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

These are the standards on which the class participation grades come from.

GFA - 2030 - Grip and Rigging

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 2030

Course Title* Grip and Rigging

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* Grip & Rigging is an introduction and orientation to the practice of rigging and supporting grip equipment, cameras, vehicles and other physical/mechanical devices. In addition to a gaining a thorough knowledge of the equipment used in grip and rigging, students will engage in on-set exercises in inventory, maintenance, set-up, trouble-shooting, teamwork, set protocol and safety.

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

Is this a General Education course?* Yes No

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

Student Learning Outcomes

Competency 1 Demonstrate being safe as job number one. All students will devise rigs that are safe to industry standards.

1. Students will be able to distinguish safe instructions from unsafe instructions.
2. Students will safely execute the commands of their supervisor once having ascertained that the work orders will not jeopardize life or property.
3. Students will be able to identify to whom to report unsafe working conditions.

Competency 2 Understand the fundamental job descriptions within the grip department on a film or episodic TV production.

1. Students will be able to differentiate between the various positions of the grip department.
2. Students will also be able to perform the assess the needs of the supervisor before the supervisor issues verbal commands.

Competency 3 Demonstrate set etiquette.

1. Students will be able to operate handheld radios (walkie talkies) used in the film industry.
2. Students will memorize and repeat basic radio commands and questions to the level of an industry professional.
3. Students will be able to distinguish between the various supervisors outside of their own department and be able to report concerns to the appropriate personnel.
4. Students will be able to recognize and perform non-verbal commands and interrogatives (hand signals) common to the film industry.
5. Students will select the appropriate attire and tools for the grip department and show up to each and every class with the proper attire and personal tools.

Competency 4 Demonstrating nomenclature of grip equipment as well as the equipment of the related departments.

1. Students will be able to identify grip equipment in common usage.
2. Students will demonstrate how to operate c-stands, flags, nets, and rigging gear.
3. Students will predict which equipment of their department will be utilized by evaluating the prepositioned equipment of other departments, namely electric and camera.
4. Students will be able to assess the needs of camera and electric even if those personnel do not know the proper nomenclature of grip equipment.

Competency 5 Understand the services provided by the rental house and the procedures of equipment rental.

1. Students will prepare a list of necessary equipment to rent from a rental house based on the needs of a theoretical show.
2. Students will be able to choose equipment needed by their department which is named differently by the rental industry.
3. Students will be able to budget their department using the concepts of a three day or two-day week.
4. Students will be able to rate the value of recommended gear by the rental house agent.

Competency 6 Anticipating the needs of a best boy when it comes to loading a cart or loading a truck.

1. Students will be able arrange equipment in an efficient manner on both carts and trucks,

2. Students will be able to appraise damage to equipment and then judge whether it is a field repair or rental house repair.

3. Students will be able to categorize equipment based off of use and probable need to prioritize its place on a truck.

Competency 7 Learning to anticipate the needs of the electric department when it comes to both rigging and modifying.

1. Students will be able to evaluate a lighting plot in terms of equipment needed in addition to predicting time needed to complete.

2. Students will be able to anticipate the tools needed to modify lights based off of analysis of earlier setups and eventually determine a pattern of modification for each gaffer and director of photography.

Competency 8 Learning to read a blocking to better anticipate the required movements of a dolly.

1. Students will be able to assess the required dolly move by observing the blocking of the actors.

2. Students will be able to anticipate the improvisations of an actor by evaluating their performances on previous takes and scenes and then put that into use by adding dolly track to the set up to allow for such improvisations.

3. Students will be able to calculate the amount of lumber needed to dissipate the pressure footprint of a dolly and payload based on the softness of the ground over which the dolly track is laid.

4. Students will safely construct jibs.

5. Students will be able to differentiate between the different categories of dollies and when each is appropriate for the movement desired.

6. Students will argue, when appropriate, that the requested equipment for a shot or move is the inappropriate or inefficient gear for desired effect.

Competency 10 Know what is involved when the show wraps.

1. Students will be able to calculate the losses and damages incurred by their department and appraise the financial penalty to the overall budget.

2. Students will be able to arrange equipment on a truck and/or cart so it can be inventoried by the rental house.

Competency 11 Learning to modify light.

1. Students will properly operate flags, silks, and skinned frames to the satisfaction of the key grip.

2. Students will be able to apply paper diffusion to an open frame.

3. Students will be able to assess what size of modifier is needed without further instruction from the key grip.

4. Students will be able to safely operate 8x8 and 12x12 overheads and demonstrate proper way to secure them from wind damage.

Competency 12 Learning to safely rig in lights.

1. Students will set up menace arms, t-bones, and goal posts.

2. Students will safely construct both 2x4 and speedrail wall spreaders without damaging private property.

3. Students will operate scissor clips without compromising the integrity of drop ceiling.

4. Students will demonstrate the safe and acceptable ways to build mounts for using lights on condors (cherry picker/hydraulic lift arm.)

Competency 13 The ability to understand camera movement and devise the appropriate rig for the camera.

1. Students must analyze and interpret the wishes of the director and director of photography with regards to camera placement.

2. Student will execute the construction of both hostess trays and hood mounts.

3. Students will be able to set up improvised camera mounts on ladders, speedrail, and props.

Competency 14 Comprehend the necessary paperwork to be completed for employment and understand the freelance nature of the business.

1. Students will be able to anticipate the required forms of identification required to fill out 1099 and I9 forms.

2. Students will be able to appraise what is in a 'crew deal memo.'

3. Students will be able to discriminate fair from unfair working conditions.

4. Students will express their concerns over the independent contractor

nature of the industry and then assess if it something their lifestyle can sustain.

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2030 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 10

Attach syllabus* Syllabus has been attached - This is required

**GEORGIA FILM ACADEMY – GRIP SPECIALTY COURSE
COURSE SYLLABUS**

GFA Craft Courses:

GRIP AND RIGGING

XXXX Department

Instructor: Bryan H Krass

Credits: 6

Pre-requisite: GFA 1

Summer 2018

Instructor:

Classroom: Pinewood

Office Hours: by appointment

email: bryan.krass@usg.edu

Class Sessions: TBD

Texts: None

Materials/Tools (*Required)

*Gloves.

*Comfortable footwear with good ankle support.

Crescent Wrench

Headlamp

Folding Razor Knife

Folding SAE Hex Key set (Inch)

COURSE PURPOSE

This class is designed to move cameras from beyond sticks and lights from beyond stands. Without rigging the creatives would be very limited in their filmmaking.

METHODS OF INSTRUCTION

This class is taught primarily through hands on application of materials learned from lectures. Lectures will consist of PowerPoint slideshows with the expectation of questions from the class.

Repetition of physical exercises will serve to create reflexive responses to verbal

and non-verbal commands. Consistently throughout the hands-on learning process student work will be evaluated for effectiveness and efficient; the exact method of this will be the student attempt (thesis), the instructor evaluation (antithesis) and the corrective actions of the student (synthesis) to attain the knowledge necessary to this department.

NOTE: Each lesson builds off of the previous class. If something in class one took thirty minutes to build, it should take five minutes to build at the end of the semester. “Muscle memory” is the name of the game.

STUDENT COMPETENCIES

All competencies are either demonstrated in class, via homework, or covered on the final.

Competency 1 Demonstrate being safe as job number one. All students will devise rigs that are safe to industry standards.

1. Students will be able to distinguish safe instructions from unsafe instructions.
2. Students will safely execute the commands of their supervisor once having ascertained that the work orders will not jeopardize life or property.
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Competency 2 Understand the fundamental job descriptions within the grip department on a film or episodic TV production.

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4. Students will be able to recognize and perform non-verbal commands and interrogatives (hand signals) common to the film industry.
5. Students will select the appropriate attire and tools for the grip department and show up to each and every class with the proper attire and personal tools.

Competency 4 Demonstrating nomenclature of grip equipment as well as the equipment of the related departments.

1. Students will be able to identify grip equipment in common usage.
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 4. Students will be able to assess the needs of camera and electric even if those personnel do not know the proper nomenclature of grip equipment.
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1. Students will set up menace arms, t-bones, and goal posts.
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4. Students will demonstrate the safe and acceptable ways to build mounts for using lights on condors (cherry picker/hydraulic lift arm.)

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3. Students will be able to discriminate fair from unfair working conditions.
4. Students will express their concerns over the independent contractor nature of the industry and then assess if it something their lifestyle can sustain.

Course Calendar and Topical Outline

NOTE: This schedule and outline 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.

SESSION ONE: INTRODUCTION TO THE COURSE, WELCOME BACK TO GFA

- The structure of the course and the overall program, the purpose of the GA Film Academy, student and instructor goals, expectations and responsibilities, including behavior
- The Grip Department: Set versus Rigging; Key, Best, Company, and Dolly.
- Interdepartmental relationships: fulfilling electric's and camera's wish list.
- Learn the paperwork required in the department – start paperwork, deal memo, call sheets, etc.
- Understand the role of the Unions and discuss the pros and cons of Union membership. Union staffing requirements.
- Etiquette.
- Exercise (GROUP): Walkie Talkie walk and talk.
- Homework: Go to either msegrip.com or modernstudio.com and find a piece of gear that is unknown to you, and then see if you can find out how it is used. Prepare to discuss during the following class.

SESSION TWO: LIGHTING MODIFICATION REFRESHER

- C-Stands, Combo Stands and being safe with stands.
- Flags, nets, silks.
- Understanding what electric needs from us. Hanging lights.
- Exercise (INDIVIDUAL): Setting C-Stands and Flags.
- Homework: Draw up a lighting plot for a static shot showing the proper placement of the lights and stands needed to both light the actor and prevent light spilling onto the background.

SESSION THREE: LIGHTING MODIFIERS, ADVANCED

- Overhead Safety
- Hi-Rollers and Mombo Combos
- Floppies: Modifying large lights on a stage.
- Skinning frames

- Exercise (GROUP): Building 8x8 and 12x12 overheads.
- Homework: Find a behind the scenes video on YouTube from a movie you have seen and then find a section where an overhead is being used. Now, study where it is placed, then watch the scene in the movie and then write 250 words on why that overhead was there, and what would have happened to the image should it have not been used.

SESSION FOUR: TEST and Intro to Rigging

- Test 1 over Light Modification
- Introduction to light rigging and why we do it.
- Safety concerns
- Lightweight indoor rigging: Scissor clips and C-Clamps
- Medium Weight Indoor rigging: 2X4 wall spreader
- Roadrunner/Crank stands
- Exercise (INDIVIDUAL): Rigging Scissor Clips and C-Clamps
- Exercise (GROUP): Rigging 2x4 Wall Spreader
- Homework: You will be given a section of script set in a hallway. Decide how you would rig the lights from overhead and then defend your decision in 500 words.

SESSION FIVE: Speedrail Rigging

- Rail, Cheeseboros, and Grid Clamps (nomenclature and safety)
- Menace Arms
- T-Bones
- Goal Posts
- Exercise (INDIVIDUAL) Build T-Bone
- Exercise (GROUP) Build Menace Arm

SESSION SIX: Condors and Unusual Rigs

- Condor Safety
- Learning to say “no.”
- Condor brackets
- Candlesticks
- Condor versus Scissor Lift
- Exercise (INDIVIDUAL) Rigging Candle Sticks and Condor Brackets.

SESSION SEVEN: MID TERM

- Mid Term over everything so far this semester.

- Written and Hands On components

SESSION EIGHT: Hello Dolly

- How dollies work.
- Laying Dolly Track
 - Even Terrain
 - Uneven Terrain
- Basic Dolly moves
 - Track In, Track Out, Side Tracking
- Basic Boom Operations
 - Sitting and Standing actors
- Exercise (Individual): Laying Track
- Homework: Watch the movie 'Predator' and pick any scene where a dolly is used and explain why, in your opinion, going through the effort of laying dolly track in the jungle was a better choice than using hand held. 500 words.

SESSION NINE: Dolly without Track

- Various steering modes (Rear, Crab, Round.)
- Open Floor Dolly Work (learning to "dance" with the actors")
- Dolly as 'rolling sticks.'
- When to use a doorway
- Exercise (INDIVIDUAL): Open Floor follow and Open Floor Lead

SESSION TEN: Open Floor Compound Moves

- This is as complex as dolly work can get, and as beautiful as it can get.
- Adding boom operations to open floor dolly moves.
- Exercise (INDIVIDUAL): Dolly In/Boom Down (Sitting at Desk Dolly Move)

SESSION TEN: FIELD TRIP

- A visit to a rental house.
- Homework: In 250 words describe which piece of new gear you found most exciting, and why.

SESSION ELEVEN: Test Two and Refresher

- Test Two: Written
- A hands on Refresher of everything we have done so far this semester (mock shoot.)

SESSION TWELVE: Camera Rigging One

- Camera mounting options: ball versus Mitchell
- Building Cranes
- Building Jibs
- Being Safe with Cranes and Jibs.
- Exercise (INDIVIDUAL) Build and weight out jib arm.
- Watch the opening of 'Touch of Evil' and in 500 words describe what considerations the dolly grip, and grip crew in general, would have to considered before executing this shot.

SESSION THIRTEEN: Camera Rigging Two

- Car Mounts (Hostess versus Hood)
- Safety in and around vehicles (including hearing protection)
- Exercise (GROUP) Install Hood Mounts and Hostess Trays
- Pick a movie with a lot of vehicle mounted camera work, now find the BTS of it on YouTube or DVD, and then explain which rig looked the most impressive and why it was artistically "worth it" to build.

SESSION FOURTEEN: Misc Camera Rigs

- GoPro
- Mounting to Props
- Expect the unexpected...
- Exercise (GROUP) Solve Camera Rigging Issues as presented by a mercurial director.
- Homework: You will be given a section of script and you will have to determine how to pull off the shots described on the page. 500+ words.

SESSION FIFTEEN: FINAL Shoot

- In class mock shoot.

SESSION SIXTEEN: FINAL EXAM & WRAP

- Written Final
- Final Words of Encouragement

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.

Any student, including online students, who fail to participate in class for any two-weeks may be administratively withdrawn and assigned a grade of “WF” for the course (which is equivalent to a failing grade).

COURSE REQUIREMENTS

1) Tests – 35% (total)

Mid-Term test (15%), a comprehensive exam covering all material introduced over the first half of the course.

Final Exam (20%), a comprehensive exam covering all material introduced in the course.

2) Assignments – 25%

In class assignments (15%), Almost every class session will have a hands-on component to it where students will engage in learning how to operate a shop tool for scenic fabrication. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal in-class activities. This will include an in-class “final project” during which students will design, construct, shoot and strike a film/TV set.

Homework assignments (10%), There is homework that includes reading and theorizing. There are two graded homework assignments that equal 10% of the final grade.

3) Production Professionalism – 40%

The Production Professionalism grade is based on the GFA rubric. It includes Teamwork 10%, Individual Professionalism 10%, Punctuality 10%, and Task Completion 10%. Students are expected to participate in all group activities, build a positive attitude on set, have great attendance, and complete all tasks including final project production.

Be polite. I will never ask you to respect someone who has not earned it, but you must always be polite regardless.

Never forget your gloves.

4) Self-Assessments – 0%

In addition to the evaluations presented above, numerous self-assessments will be scheduled throughout the term to allow students to gauge their comprehension of the course content.

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

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

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

RUBRIC for IN CLASS ASSIGNMENTS and PRACTICAL EXAMS:

50% Safety

- Pass/Fail. Regardless of effectiveness of speed or building, a rig that is not safe is a failing rig.

25% Proper Execution

- 15% Off if the rig does not place the light or camera where I desired. Listening to the DP is key in the grip world.
- 10% Off if the rig does place the light or camera where I desired, but the rig is not what I asked for. If you think you have a better way to do something you need to acquire permission first.

25% Efficient Execution

- 5% off if a student forgets the right parts the first time
- 10% off if the student has to restart the rig
 - Both of these can be assessed more than once, but they cannot deduct more than 25% of the grade on the assignment
- The instructor will state how long such a rig should take, and with how many grips, to execute.
 - The first two weeks 200% of this time is given.
 - The second two weeks 175% of this time is given.
 - The third two weeks sees 150% of this time is given.
 - The last two weeks is 125% of this time is given.
 - The final project must be executed inside of 100% of the time given.

GFA - 2040 - Post Production

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 2040

Course Title* Post Production

Long Course Title Film and Television / AVID Editing, Digital Imaging and Story Craft

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* This course is designed to certify students with Avid Media Composer User Certification. This certification is recognized worldwide as the industry standard for assistant editors in feature films and broadcast television. This course will equip students with a unique skillset and knowledge of industry standard digital imaging, editorial process and story forging on both motion picture and episodic nonlinear productions. At the end of the course the students will be qualified to advance a career in entertainment post production of film and television.

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

Is this a General Education course?*
 Yes No

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

Area D Area EIs this a School of Nursing course?* Yes NoIs this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

Student Learning Outcomes Competency 1 Demonstrate the role of the Digital Imaging Technician and Assistant Editor on a film or episodic production.
 Competency 2 Demonstrate competency with managing SD, HD, UHD and HR formatted media. Sensors and associated cameras, measurement of digital images, linear and gamma-logs, managing exposure, digital color space, Codecs and formats, image control and color grading, data management via a DIT cart, meta data & timecode as well as digital media workflows of industry standard camera systems, i.e. RED, ARRI, VERICam, etc.
 Competency 3 Demonstrate the role of the Editor and Assistant Editor on a film or episodic production.
 Competency 4 Demonstrate competency in Media Composer editing fundamentals that include but are not limited to MediaFiles, Clips, Projects, Bins Importing, Linking, Capturing Sub-clips, Sync & Group, Markers Text View, Columns, Sort & Sift, Moving, Copying and Cloning Saving, Backing Up & the Attic Trouble Shooting, Marking, Patching, Monitoring, Splice, Overwrite, Lift, Extract, Segment Mode, Drag & Drop Trim Mode, Extend, Slip & Slide, Customizing, Clip Gain, Volume, EQ, Output, & Media Management.
 Competency 5 Demonstrate competency in Media Composer effects fundamentals that include but are not limited to Horizontal Effects, Nesting, Vertical Effects, PIP, Keyframe Graphs, Performance Resize, Stabilize, Blur, Fluid Morph, Pan and Zoom/Frame-flex Timing Effects Color Correction, Keying and Mattes and Marquee Titles.
 Competency 6 Demonstrate competency in Finishing and "round tripping."

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2040 per the USG guidelines.

Prerequisites**Corequisites****Cross-listing****Restrictions****May be repeated**

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Attach syllabus* Syllabus has been attached - This is required

GEORGIA FILM ACADEMY
POST PRODUCTION: FILM & TELEVISION | AVID EDITING,
DIGITAL IMAGING & STORY CRAFT I

COURSE SYLLABUS

GFA

**POST PRODUCTION: FILM & TELEVISION | AVID EDITING, DIGITAL IMAGING
& STORY CRAFT I**

Instructor: Toby Yoshimura

Credits: 6

Pre-requisite: GFA 1

Classroom: Pinewood Campus

Office Hours: TBD

e-mail: toby.prod@mac.com

Required Texts:

1. Media Composer Editing Essentials v8.0 eBook (available at www.avid.com)
2. Media Composer Effects Essentials v8.0 eBook (available at www.avid.com)
3. In the Blink of an Eye: A Perspective on Film Editing, 2nd Edition ISBN-13: 978-1879505629
4. The Filmmaker's Guide to Digital Imaging: for Cinematographers, Digital Imaging Technicians, and Camera Assistants ISBN-10: 0415854113

Materials Required:

1. 1 TB Thunderbolt Hard drive formatted EXFAT
2. DEMO MEDIA – AMC AEM & R3D ETC (provided)

COURSE DESCRIPTION

This course is designed to certify students with Avid Media Composer User Certification. This certification is recognized world-wide as the industry standard for assistant editors in feature films and broadcast television. This course will equip students with a unique skillset and knowledge of industry standard digital imaging, editorial process and story forging on both motion picture or episodic nonlinear productions. At the end of the course the students will be qualified to advance a career in entertainment post production of film and television.

Successful completion of the coursework will award students Avid Media Composer Certified User 100 certification and qualify them to work as an assistant editor in feature films and episodic television. Students will learn “Avid Media Composer” post production processes and best practices, industry standard department lingo, image processing, basic visual effects, and color grading as well as “Digital Imaging Technician (DIT)” workflows. A large emphasis will be placed on the technical aspects of the industry standard editing tools, as well as attitude, professionalism and technique in and out of the edit room. Students will certify as an Avid

Media Composer User upon passing Avid's certification exam. Students are expected to attend open labs such as guest speakers to complete course assignments.

COURSE GOAL

Upon completion of this course, the student will be ready to enter the film industry as a working digital imaging technician and/or assistant editor. The student will have the opportunity to achieve globally recognized certification in Avid Media Composer 100 level curriculum, arguably considered the "BAR" exam for editing. On completion, students will have a very solid and broad base of knowledge that will allow him/her to integrate with a post production team from the first day. This knowledge includes but is not limited to the equipment, techniques, communications, specifications, etc. used in the post production department.

In addition to the knowledge, the student will also be well aware of the physical requirements and expectations the job will require. The student will also have a virtually complete understanding of post production industry standards.

Having stated the above, the level of preparedness of each student will be very much dependent on the students' participation and effort in learning the material and using the tools. If the student earns an "A" grade along with the two professional certifications in this course, he/she can consider themselves ready to embark on a career in post production in the entertainment industry.

AVID CERTIFICATIONS

Avid Certification helps professionals attain and demonstrate the skills and credentials they need to increase their value, competency, and efficiency in the highly competitive media industry. Recognized by top music, post-production, movie, television, and broadcast facilities worldwide, Avid Certification provides a number of tangible benefits to both certified individuals and the organizations they work for, either now or in the future. For individuals, Avid certification provides industry recognition of proven expertise in a given Avid product or role and the ability to advance your career with measurable value to employers. You also will gain entry into Avid's Certification Registry accessible via the Find a Certified Professional online listing, a Certificate of Achievement, a certification logo to add to marketing materials, websites and business cards to differentiate yourself and your organization.

NOTE

There are many facets of the film business ranging from documentaries, commercials, and corporate material to large budget feature films. The requirements for each are not equal in resources needed: equipment, labor and time, and, for that matter, experience.

Since the vast majority of the work that is coming into the state of Georgia is either feature film work or higher end episodic television, and these areas are where the majority of the graduates of this course will find work, that will be the perspective from which this course is taught. Feature films and episodic television are the most challenging filmmaking there is. So competency in the feature film arena will easily translate to other disciplines in the film business.

The use of alcohol and/or any drugs while attending class is strictly prohibited. We will be working with highly technical and very expensive equipment. Anyone under the influence presents a danger not only to themselves but others as well.

METHODS OF INSTRUCTION

The course will be presented through lectures, discussions, audio-visual materials, demonstrations, written assignments, written reports, library assignments, guest speakers, tests, and assessments of student demonstrated skills. Post Production is an intensive time and hands-on endeavor, so the degree of engagement and the level of demonstrated skills will be considered a barometer of the students' progress. This progress will be further enhanced by the student being awarded the two (2) industry certifications during the course.

STUDENT COMPETENCIES

- Competency 1 Demonstrate the role of the Digital Imaging Technician and Assistant Editor on a film or episodic production.
- Competency 2 Demonstrate competency with managing SD, HD, UHD and HR formatted media. Sensors and associated cameras, measurement of digital images, linear and gamma-logs, managing exposure, digital color space, Codecs and formats, image control and color grading, data management via a DIT cart, meta data & timecode as well as digital media workflows of industry standard camera systems, i.e. RED, ARRI, VERiCam, etc.
- Competency 3 Demonstrate the role of the Editor and Assistant Editor on a film or episodic production.
- Competency 4 Demonstrate competency in Media Composer editing fundamentals that include but are not limited to MediaFiles, Clips, Projects, Bins Importing, Linking, Capturing Sub-clips, Sync & Group, Markers Text View, Columns, Sort & Sift, Moving, Copying and Cloning Saving, Backing Up & the Attic Trouble Shooting, Marking, Patching, Monitoring, Splice, Overwrite, Lift, Extract, Segment Mode, Drag & Drop Trim Mode, Extend, Slip & Slide, Customizing, Clip Gain, Volume, EQ, Output, & Media Management.
- Competency 5 Demonstrate competency in Media Composer effects fundamentals that include but are not limited to Horizontal Effects, Nesting, Vertical Effects, PIP, Keyframe Graphs, Performance Resize, Stabilize, Blur, Fluid Morph, Pan and Zoom/Frame-flex Timing Effects Color Correction, Keying and Mattes and Marquee Titles.
- Competency 6 Demonstrate competency in Finishing and "round tripping."

Course Calendar

NOTE: This schedule and outline is subject to change to better suit the pace of the class. Any adjustments will likely be for the students' benefit.

The class will participate in hands-on demonstrations and exercises throughout the course – at what times will be dependent on the pace of the various subjects under study.

SESSION ONE: INTRODUCTION TO THE COURSE, THE GEORGIA FILM ACADEMY AND THE FILM BUSINESS AS IT RELATES TO DIT & POST

EDITORIAL WORK

1. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC) The structure of the course and the overall program, the purpose of the Georgia Film Academy, student and instructor goals, expectations and responsibilities, including behavior.
2. **Lecture:** The five stages of motion picture completion.
3. **Lecture:** The structure of the Post Editorial Department: who's who, job titles, the hierarchy of the department.
4. **Lecture:** Learn the paperwork required in the department: start paperwork, deal memo, call sheets, etc.
5. **Lecture:** Attire. Language and addressing others.
6. **Lecture:** Being collaborative and helpful. Staying in your lane.
7. **Lecture:** Understand the need to adapt to different techniques and protocols demanded by the different Producers, Post Supervisors and Senior Editors and/or Story Editors you will be working for.
8. **Format student hard drives and load media required for course work (MUST BRING HARD DRIVE TO FIRST CLASS SESSION)**
9. **HOMEWORK:** Reading & written assignment: The Filmmaker's Guide to Digital Imaging: CH 1- 2. Students will respond to the assessment questions found in the course portal for each of these reading assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION TWO: Digital Imaging: PART 1 (E1-2)

1. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
2. **Lecture:** Sensors and Cameras; Raster's, Streams, OLPF, Photo-sites, DeBayering, DOF, Shutter and noise ISO, and filters.
3. **Exercise: live class:** working with media formats 1-2
4. **HOMEWORK:** Reading & written assignment: The Filmmaker's Guide to Digital Imaging: CH 3-5. Students will respond to the assessment questions found in the course portal for each of these reading assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings.)

SESSION THREE: Digital Imaging: PART 2 (E3-5)

1. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
2. **Lecture:** History of HD and color space, digital negative, Chroma and subsampling, Frame rates, Testing your image, waveforms, Hue and Phase, vector-scope, on set calibration, measuring resolution
3. **Exercise: live class:** working with media formats 3-5
4. **HOMEWORK:** Reading & written assignment: The Filmmaker's Guide to Digital Imaging: CH 6-10. Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION FOUR: Digital Imaging: PART 3 (E6-10)

1. **Assignment Due: Coffee & Trades** (See course portal for more information and

RUBRIC)

2. **Lecture:** REC 709, Gamma control, Log Encoding, Picture rendering, Exposure theory, The worlds of Exposure, HDR, Color Space, Floating points, Codecs and formats overall, Image Control the world, Data management & the DIT cart, Workflow of meta data and timecode.
3. **Exercise:** live class: working with media formats 6-10
4. **HOMEWORK: Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)**

SESSION FIVE: Digital Imaging: PART 3 (E10-12)

1. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
2. **Lecture REMINDER:** Sensors and Cameras, Raster's, Streams, OLPF, Photo-sites, DeBayering, DOF, Shutter and noise ISO, and filters. History of HD and color space, digital negative, Chroma and subsampling, Frame rates, Testing your image, waveforms, Hue and Phase, vector-scope, on set calibration, measuring resolution REC 709, Gamma control, Log Encoding, Picture rendering, Exposure theory, The worlds of Exposure, HDR, Color Space, Floating points, Codecs and formats overall, Image Control the world, Data management & the DIT cart, Workflow of meta data and timecode.
3. **Exercise: live class:** working with media formats 10-12
4. **HOMEWORK:** Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION SIX: Digital Imaging: EXAM DAY - PRACTICAL AND WRITTEN

EXAM: Digital Imaging Exam. This exam will cover the lectures, live class session workshops and readings.

SESSION SEVEN: Editing fundamentals in Media Composer Part: 1 (E1-2)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. The basics of Media composer file structure. Codec's and directory structure
4. **Lecture:** Launch Media Composer, Create a New Project, Set Up Your Project, Create a Sequence, Lay the Music Bed, Rough Cut the Montage, Add Narration/ Adjust Audio Levels, Create a Remove Unwanted Material, Refine the Sequence, Improve the Pace and Timing
5. **Live Class Work:** Exercises 1-2.3
6. **HOMEWORK:** Reading assignment: IN THE BLINK OF AN EYE chapters 1-4. Students will respond to the assessment questions found in the course portal for each of these reading/written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION EIGHT: Editing fundamentals in Media Composer Part 2 (E3-5)

1. **Metamorphosis** - watch video

2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **REMINDER:** The basics of Media composer file structure. Codec's and directory structure
4. **Lecture:** Add Transition Effects, Create A Title, Modify a Title, Export the Finished Sequence, Add Info to Bin Items, Organize Clips and Bins, Sync & Group Clips
5. **Live Class Work: Exercises 3-5.3**
6. **HOMEWORK:** Reading assignment: IN THE BLINK OF AN EYE chapters 5-end. Students will respond to the assessment questions found in the course portal for each of these reading/written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION NINE: Editing fundamentals in Media Composer Part 3 (E6-7): QUIZ: IN THE BLINK OF AN EYE

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **REMINDER:** The basics of Media composer file structure. Codec's and directory structure
4. **Lecture:** Rough Cut a Narrative Scene, Perform a Radio Edit, Create Split Edits and Add Cutaways, Repair Broken Sync
5. **Live Class Work: Exercises 6-7.3**
6. **QUIZ:** In the Blink of an Eye; This will cover the readings
7. **HOMEWORK:** Complete the exercises through 7.3.
Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION TEN: Editing fundamentals in Media Composer Part 4 (E8-11)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **REMINDER:** The basics of Media composer file structure. Codec's and directory structure
4. **Lecture:** Re-cut a scene, Use Slip and Slide, Rough Mix Sequence Audio Levels, Automate Volume Changes, Apply Audio EQ and Effects, Prepare for Output, Mix Down a Sequence, Output with a Send To Template, Find a Media File, Delete Unused Project Media Files, Consolidate/Transcode AMA Media
5. **Live Class Work: Exercises: 8-11.3**
HOMEWORK: Complete the exercises through 11.3.
Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION ELEVEN: Media Composer Editing Essentials Exam Day (This is the prerequisite for your Avid certification exam)

EXAM: Media Composer Editing Essentials Exam. This exam will cover the lectures, live class session workshops and readings. This is the prerequisite for your Avid certification exam.

SESSION TWELVE: Effects fundamentals in Media Composer Part 1 (E1-3.3)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **Lecture:** Apply a Dip to Color Transition, Add Multiple transition Effects, Replace a transition, Modify and Save Effects, Apply Effects to Segments, Resize Shots, Use the Different Types of Stabilization, Track Effects, Use Standard keyframes, Hide Jump Cuts with Fluid Morph 3.1 Reformat Clips Using Frame-flex, Create a Look from the AMA Source Settings, Pan and Zoom over a Still Photo
4. **Exercises** 1-3.3 Media Composer Effects Essentials
HOMEWORK: Complete the exercises through 3.3.
Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION THIRTEEN: Effects fundamentals in Media Composer Part 2 (E4-7.6)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **Lecture:** Create Freeze Frames, Create Motion Effects, Create Motion Effects Using Fit to Fill, Apply a Reverse Motion Time-warp Preset, Keyframe a Time-warp, Create a Black and White Image, Create a Sepia Tone Treatment, Create a Night Vision Treatment, Auto Correction in Color Correction Mode, User Assisted White Balance Corrections, Nest Effects, Step In and Out of an Effect, Rearrange the Order of Nested Effects, Animate a Picture in Picture Effect, Create a Custom Transition, Work With Advanced Keyframes, Place Titles Within a PIP, Fill Titles with Video, Apply Effects to Empty Tracks
4. **Exercises** 1-3.3 Media Composer Effects Essentials
HOMEWORK: Complete the exercises through 4-7.6.
Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION FOURTEEN: Effects fundamentals in Media Composer Part 2 (E8 & 9.2)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **Lecture:** Render a Single Effect, Render Effects using IN to OUT Marks, Use Expert Render on a MultiLayer Composite, Apply Spectra-matte, AMA Linking to QuickTime with Alpha
4. **Exercises** 4-7.5 Media Composer Effects Essentials
HOMEWORK: Complete the exercises through 8 & 9.

Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION FIFTEEN: Effects fundamentals in Media Composer Part 2 (E10-10.7)

1. **Metamorphosis** - watch video
2. **Assignment Due: Coffee & Trades** (See course portal for more information and RUBRIC)
3. **Lecture:** Lay Out the text in Marquee 10.2, Set the look of the Text, Make Metallic Looking 3D Text, Save text Styles, Create an Animation, Save the title, Generate a List of Credits
4. **Exercises** 10-10.7 Media Composer Effects Essentials
HOMEWORK: Complete the exercises through 10.7.

Written assignment: Students will respond to the assessment questions found in the course portal for each of these written response assignments. (n.b. These written assessments are a part of the total grade in the course. These assignments will be based on the lesson readings)

SESSION SIXTEEN: FINAL EXAM DAY - Media Composer Certification Exam **EXAM: Media Composer Certification Exam. This exam will cover the lectures, live class session workshops and readings. This is your certification exam.**

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 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 20% or more of class sessions cannot pass the course. Two tardies count as one absence. The grace period for a tardy is 15 minutes, after that it is marked as an absence.

COURSE REQUIREMENTS

1) Tests – 60%

Tests: There are 2 media composer exams, One (1) ITE Exam (this ITE Exam is your final exam) in the course. These will total 50% of your total grade in the course. The first is the 101 exam. It is critical that you successfully complete this exam as it is a prerequisite for taking the second. The second media composer exam is the Avid Media Composer User Certification Exam.

NOTE: The purchase of the required Avid textbooks for this class will allow you two attempts at the Avid Media Composer exam. If you do not pass after the second attempt, you will be required to purchase additional attempts, \$25/each, with a credit card.

Quizzes: There are two quizzes. Once for each of the readings; Much and Strikes Back.

2) In-class assignments, participation and exercises – 20%

In class assignments: Almost every class session will have a hands-on component to it where 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 in-class activities.

The daily assignments, participation and exercises grade is based on a rubric. It includes attentiveness, participation in class and the workshop, execution of skills learned, teamwork and professionalism, including attitude and professionalism towards your classmates, the course, the equipment and the instructor.

3) Final Edit Assignment – 20% & Final Presentation of EditStock Project

The homework will consist of reading from the texts – there will be material from the book on the tests. There will also be exercises that will require you to download media to complete the work.

All Homework assignments and tests will be administered via course portal. No late work will be accepted nor make up exams administered. No exceptions to the rule as in the professional arena meeting deadlines are the difference between keeping a job and getting fired. This course will reflect industry professional practices.

4) Guest speakers

Over the course of the class, there will be guest speakers. The GFA Internship students are required to attend a certain amount of these.

GRADING POLICY

90-100% = 900 - 1000 points = A

80-90% = 800 - 899 points = B

70-80% = 700 - 799 points = C

60-70% = 600 - 699 points = D

Below 60% = 599 or less = F

WORK ETHICS/EMPLOYABILITY SKILLS (for TCSG institutions)

The Technical College System of Georgia (TCSG) requires the assessment of student work ethics in all academic programs, which may include a work ethics grade for this course. The ten work ethics identified for student success are listed below:

1. Attendance: Attends class, arrives/leaves on time; notifies instructor in advance of planned absences; makes up assignments punctually.
2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
3. Teamwork: Respects rights of others; is a team worker, is cooperative, is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
4. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.
5. Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectations of self; understands their place and role on the crew.
6. Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
7. Organizational Skills: Manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
8. Communication: Displays appropriate verbal and non-verbal skills.
9. Cooperation: Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command; works well with the other departments.
10. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Work Ethics grading will be by exception, with a default grade assigned as "Meets Expectations." The grading process is as follows:

Exceeds Expectations	=	3 points
Meets Expectations	=	2 points
Needs Improvement	=	1 point
Unacceptable	=	0 points

This grading process is the standard on which the class participation grades come from.

GFA - 2050 - Introduction to Special Makeup Effects

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA **Course Number*** 2050

Course Title* Introduction to Special Makeup Effects

Long Course Title

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 6

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* This course is designed to educate students with entry-level skills and knowledge in practical Special Effects (SFX) Makeup for the film and television industry. Students will participate in goal-oriented class projects including fabrication, material safety, using casting materials, professional make-up, sculpting, airbrushing, and design.

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

Is this a General Education course?* Yes No

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

Student Learning Outcomes

1. Create fundamental job descriptions and hierarchy of the art of practical SFX in film, television, design & fabrication.
2. Demonstrate safety procedures and set etiquette both on set and in the practical SFX laboratories.
Page 2 of 19
3. Identify SFX materials used for trauma, character, aging, dental alterations, burns and wounds.
4. Describe services provided by Practical SFX shops and vendors in the film industry.
5. Fabricate and design state of the art SFX moldings, sculptures and characters.
6. Fabricate and engineer internal cores, exterior mold registration and locking systems.
7. Demonstrate proper practical SFX techniques and applications via foam latex, silicone, gelatin, waxes, rubbers and urethanes.

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2050 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Attach syllabus* Syllabus has been attached - This is required

**GEORGIA FILM ACADEMY – Introduction to Special Makeup Effects
COURSE SYLLABUS**

GFA

**Introduction to Special Makeup Effects
Summer 2018**

Instructor: Giancarlo Brajdic

Credits: 6

Pre-requisite: GFA 1

Classroom: Pinewood Campus

Office Hours: by appointment

E-mail: skullasyklumsfxstudio@gmail.com

Texts:

Todd Debrecini: Special Make up Effects Book One

Todd Debrecini: Special Make up Effects Book Two

Mike Spatola: The Monstrous Make-Up Manual: Book One

Mike Spatola: The Monstrous Make-Up Manual: Book Two

Materials/Tools Required:

Silicone Sculpture Set - Dental Sculpture Set – Wire & Kidney Tools

Wooden Sculpture tools – Palette Knives – Particle Respirator.

**See additional materials/tools in course schedule below

Student Equipment & Supplies Fees: TBD

COURSE DESCRIPTION

This course is designed to educate students with entry-level skills and knowledge in practical Special Effects (SFX) Make Up for the film and television industry. Students will participate in goal-oriented class projects including fabrication, material safety, use casting materials, professional make-up, sculpting, airbrushing, and design. A large emphasis will be placed on set etiquette including, but not limited to, attitude, professionalism and technique on and off set. Students are encouraged to attend open labs to refine their skills when available to further practice what they learned in class.

METHODS OF INSTRUCTION

The course will be presented through lectures, discussions, audio-visual materials, written assignments, creative labs, and hands-on demonstrations and fabrication. Students will be expected to complete all homework assignments including participation in on-line forums, library (research) assignments, guest speakers follow up (Q&A), quizzes, tests and the assessments of student learned skills through the use of hands on demonstration.

STUDENT COMPETENCIES

1. Create fundamental job descriptions and hierarchy of the art of practical SFX in film, television, design & fabrication.
2. Demonstrate safety procedures and set etiquette both on set and in the practical SFX

laboratories.

3. Identify SFX materials used for trauma, character, aging, dental alterations, burns and wounds.
4. Describe services provided by Practical SFX shops and vendors in the film industry.
5. Fabricate and design state of the art SFX moldings, sculptures and characters.
6. Fabricate and engineer internal cores, exterior mold registration and locking systems.
7. Demonstrate proper practical SFX techniques and applications via foam latex, silicone, gelatin, waxes, rubbers and urethanes.

COURSE CALENDAR

NOTE: This schedule and outline is subject to change to better suit the pace of the class. Any adjustments will likely be for the students' benefit. The class will participate in hands-on demonstrations and exercises throughout the course – at what times will be dependent on the pace of the various subjects under study.

SESSION ONE: INTRODUCTION TO PRACTICAL MAKE UP FX

Materials/Tools Required:

- Balloon Rubber – Cotton Rolls – Tissue – Sorbitol & Glycerin – SynWax – Witch Hazel
- Grease Paint – Mixing sticks – Mixing bowls – Pros-Aide – Spirt Gum – 99% Alcohol
- Clear Hair Gel – Dawn Dish Soap – Karo Syrup – Food Colorings

HISTORY OF SFX MAKE UP

- Introduce students to the art of sfx in film and television.
- Show video stills and video clips (timeline).
- Introduction of the innovators and leaders of the art.

RUBBERS / LATEX

- Natural latex – Liquid Latex – Slip Cast – Balloon Rubbers.
- Safety and Storage / Tinting & Coloring.

CLASSIC RUBBER APPLICATION TECHNIQUES

- Vintage techniques and applications.
- Aging with tissue.
- Aging with cotton.

GELATINS

- What is Gelatin?
- How to use, mix, cure, and store.
- Types (80-150-300 bloom)
- Mixing hybrid formulas. (Sorbitol – Glycerin)

BLOODS

- Blood history 101.

- Effects of blood from a forensic and medical view.
- Types of blood.
- Creating bloods.
- Creating blood gels.

OUT OF THE KIT

- Premade appliances. (Rubber – Silicone – Gelatin)
- Introduction to adhesives.
- Skin cleaners / Actors' safety.

SKIN TITE SILICONE

- Creating wounds and lacerations.
- Blending techniques.
- Painting and shading.

COLLODION

- Creating scars.
- Creating burns / Skin Tite.
- Removing and cleaning the skin

VINTAGE APPLICATION TECHNIQUES

- Flocking.
- Synwax wound creation.
- Balloon rubber encapsulated synwax.
- Using house hold items – oatmeal-grits-yarns-etc.

TEST: Intro to practical SFX makeup.

HOMEWORK:

- Watch YouTube video: **Fantastic flesh** and enter comments on discussion board
- Write a couple paragraphs-1page = why you want to be a SFX makeup artist.

SESSION TWO: OUT OF THE KIT

Materials/Tools Required:

- Pre-assembled kits via: Smooth On Products
- Sculpting tools – Mixing Containers – Stir Sticks – 99% Alcohol – Gelatin – Brushes
- Disposable Gloves – Super Baldez – Menhron Wax – Balloon Rubber – Natural Latex
- Skin Illustrator Pallet's – Glass Sheets 8x 10 – Flocking – Fake Blood & Gels

BURNS & SCALDS

- Baldez Layering Techniques.
- Gelatin Burns.
- Balloon Rubber Stipple.

FIGHT SCENES & BEATINGS

- Natural latex – Liquid Latex – Slip Cast – Balloon Rubbers.
- Safety and Storage / Tinting & Coloring.

NAILS & TEETH

- Broken Nails.
- Creature Nails.
- Tooth Stains & Character Teeth (Zombies – Witch – Ogre)

ROAD RASH & CAR ACCIDENTS

- Grocery Store SFX with impact.
- Understanding bruising and swelling.
- Understanding Layering with vinyls and rubbers.

PREMADE APPLIANCES

- Pre-made appliances. (Rubber – Silicone – Gelatin)
- Proper adhesives and blending your edges.
- Safely removing your appliances.

SKIN TITE SILICONE

- Building on the spot appliances using Skin Tite Silicones.
- Creating seamless appliances.
- Sealing and Removing your appliances.

BLISTERS & IMPACT

- Flocking.
- Veining.
- Infection.

TEST: Out of the kit.

HOMEWORK:

- Watch YouTube video: **The ultimate guide to an FX starter kit.**
- Name 20 items in a starter kit and explain their function.

SESSION THREE: INTRODUCTION TO SCULPTURE

Materials/Tools Required:

- Monster Clay – Chavant Medium – Wed Clay – Le Beau Touche – Clayette
- Sculpting tools – Kidneys – Rasps – Armature Wire
- Mini Blow Torch – Heat Guns – Lazy Susan's – Wire Snips

OIL BASED CLAYS

- Monster Clay.
- Chavant Clays.
- Wed Clay.

TOOLS AND SCULPTING NEEDS

- Wire tools – Silicone tools – Metal tools – Wood Tools
- Making your own tools.
- Rakes and Kidneys.

USING CLAYS IN LIFECASTS

- Pouring Monster Clay.
- Creating Chamonster clay.
- Re-enforcing your hot pours of life casts.

CREATING ARMATURES

- Plaster Bandage Lay up.
- Working with Armature Wire.
- Using Foils and Tapes to create your armature.

CHARACTERS IN FILM & TELEVISION

- Video intro to films legendary characters.
- Master sculpture and their techniques.
- Sealing and Removing your appliances.

UNDERSTANDING QUADRANTS AND VECTORS

- Sculpting the human eye.
- Intro to proportions dimension.
- What is blocking?

TEXTURES & SKIN TECHNIQUES

- Human skin.
- Scales.
- Old person.
- SFX texturing techniques.

TEST: Intro to sculpture.

HOMEWORK:

- Watch YouTube video: **How to get started with basic sculpting / How to sculpt a dinosaur.**
- Provide 15 facts from both videos that contribute to successful sculpting practice.

SESSION FOUR: INTRODUCTION TO MOLD MAKING (ULTRACAL 30)

Materials/Tools Required:

- Water – Ultracal 30 Plaster – 2” Disposable Brushes – Large Plastic Bowl
- Mixing Sticks – Gloves – Dust Masks
- Aprons (Disposable) – Burlap – Cheese Cloth – Sculpting Tools

WHAT IS ULTRACAL 30 PLASTER

- History of Ultracal 30 Plaster.

- Safety and proper storage.
- Other types of plasters used in SFX industry and why.

UNDERSTANDING KEYS & WALLS

- The aggravation of undercuts.
- Fixing undercuts and overlays.
- Creating your walls.
- Creating registration keys.

MOLD PREPARATION & MOLD RELEASES

- Spray releases.
- Brush on releases.
- Mold release keys and techniques.

LAYING UP YOUR MOLD

- Area preparation and procedures.
- Applying the beauty coat.
- Building your mold.
- Creating 2nd half of your mold.
- Reinforcing your mold.
- Strapping techniques

DEMOLDING AND MAINTENANCE OF YOUR MOLD

- Releasing you mold.
- Cleaning your mold.
- Urethanes, Silicones, rubbers skins.

TEST: Intro to mold making.

HOMEWORK

- Watch YouTube video: **Making a two part mold by Stilbeast Studios.**
- Write out a step by step procedure in creating a ultracal 30 mold.

SESSION FIVE: CREATING CORES FOR APPLIANCES

Materials/Tools Required:

- Mold Max 30 Platinum Silicone – Monster Clay – 380 Urethane Smooth-On – 205 release
- Mixing containers – Mixing sticks – Ultracal 30 Plaster – Epoxymite resin – Plaster bandages
- Em 210 water based clay – Clay Cutter – Clay Boards

WHAT IS A CORE?

- Intro to cores.
- How a core works in molds.
- Types of cores.
- Collapsible cores.

PREPARING YOUR CORE

- Preparing your clay.
- Understanding thickness of clay inlays.
- Cutting & Fitting engineering.

FABRICATION AND DESIGN

- Creating Ultra-Cal 30 core.
- Creating Epoxy Cores.
- Creating Plaster Bandage Core.

SEALING YOUR CORE

- Sealing and coating your core.
- Locking and clapping your core correctly.
- Maintaining your core.
- Bleeder holes.

DENTAL ACRYLIC / MONOMER

- Intro to dental acrylic / monomer.
- Dental tools.
- Mixing do's and don'ts.

POSITIVE TO NEGATIVE CONSTRUCTION

- Pouring and distributing your materials correctly.
- Press casting your positive into your negative sculpt.
- Pulling your positive.
- Fitting your character's teeth to actor.

FINISHING YOUR CHARACTER TEETH

- Re-finishing your final character teeth set.
- Dremel Tools.
- Tooth Stains.
- Painting techniques.
- Sealing your final set.

TEST: Creating cores for appliances.

HOMEWORK:

- Watch YouTube video: **Creating a core for silicone prosthetic with TC 1630 casting resin.**
- Draw and explain the creation of a core. List 10 problems with an improperly made core.

SESSION SIX: INTRODUCTION TO SILICONES

Materials/Tools Required:

- Platsil gel 00-10-25 – Smooth-On Eco Flex – Mold Star 30 – Dick Smith Deadener
- 99% Alcohol – Disposable Brushes – P-90 Silicone – Silicone Pigment – Thivex

- Flocking – Yarn – Disposable Mixing Containers – Disposable Gloves

TIN & PLATINUM SILICONES

- What is Silicone?
- Safety and proper storage.
- What is it used for and how.

UNDERSTANDING DUROMETER SHORE HARDNESS

- Silicone used in mold making.
- Silicone used to make human and creature skins.
- Thickening and softening your silicones.

MOLD PREPARATION & MOLD RELEASES

- Spray releases.
- Brush on releases.
- Caring for your molds.
- Storage.

PIGMENTING YOUR SILICONE

- Using Silicone Pigments.
- Creating natural skin tones with flocking.
- Veining and creating irregularities.

DEMOLDING AND MAINTENANCE OF YOUR MOLD

- Releasing you mold.
- Cleaning your mold.
- Urethanes, Silicones, rubbers skins

TEST: Introduction to silicone.

HOMEWORK:

- Watch YouTube video: **Mold making tutorials: 2 piece mold of a knife.**
- Provide 25 facts from video.

SESSION SEVEN: INTRODUCTION TO URETHANES, POLYMERS, PLASTICS

Materials/Tools Required:

- East Flo 120 – Flex Foam – Soma Foama – Foam It – Epoxy Coat Red – Disposable Gloves
- Stir sticks – Disposable containers – Free Form – EpoxAmite.

INTRO TO URETHANES-PLASTICS-POLYMERS-RESINS

- What do I use this stuff for and when?
- Safety and health.
- Fillers & pigments.

UNDERSTANDING DEGASSING

- Getting rid of air bubbles.
- Lifting and dropping your product correctly.
- Alternatives to gassing.

FILLERS-CLOTHES-MATTES-ROVING

- Types of clothes- mattes-rovings.
- Types of fillers and thickeners.
- Epoxy Coat and resins.
- Epoxy Mite.

SOMA FOAMA 15 /25 – FLEX FOAMS

- Filling mold with Soma Foama.
- Creating props with Flex Foam.
- Bonding platil silicones to Soma Foama (Mechanical Bonds)

FOAM IT #4 – EPOXY COAT

- Prop creation.
- Preparing your prop for finishing.
- Epoxy Coating your finished creation.
- Adding finishing layers using epoxy mite.

TEST: Introduction to Urethane, Polymers, Plastics

HOMEWORK:

- Watch YouTube video: **Working with Soma Foma.**
- Write out 25 facts from video that would help one successfully work with Soma Foma.

SESSION EIGHT: OLD AGE APPLICATION

Materials/Tools Required:

- Vinyl Bald Cap – Make up Pencils – Scissors- Prosaide – Telesis 5 adhesive – Super Baldez
- Balloon Rubber – Skin Illustrator Pallets – Acid Brushes – Disposable brushes

MID-TERM EXAM

UNDERSTANDING AGING AND TONES

- The time line of aging. (35-90)
- Tonalities & Skin changes.
- The differences of races in the aging process.

APPLYING A BALD CAP

- Fitting your cap.
- Marking and slicking down actor's hair.
- Placing guidelines for application.

UNDERSTANDING DIFFERENT TYPES OF BALD CAPS

- Adhesives (For rubber – vinyl – plastic bald caps.)
- Applying your bald cap.
- Application techniques.
- Removing and working your edges.

HIGHLIGHTS AND SHADING

- Adding shadow and depth to your actor.
- Creating color discoloration using flocking.
- Layering and depth perception.

FINALIZING YOUR MAKE UP

- Aging the hands.
- Wigs and Hair techniques.
- Teeth staining.

TEST: Old age application.

HOMEWORK:

- Watch YouTube video: **Ben Nye's ultimate old age effect.**
- Age half of your face using techniques learned in class and the Nye video. Kits will be provided.

SESSION NINE: LIFECASTING

Materials/Tools Required:

- Vinyl Bald Cap – Body double silicone – large plastic containers – Paint sticks
- Gloves – Thi-Vex – Isopropyl Alcohol 99% – Plaster Bandages – Flex Foam

UNDERSTANDING LIFECASTING

- Subject safety.
- Sanitation for you and your subject.
- Applying your bald cap.

LIFECASTING PREPARATION

- Cutting and portioning your plaster bandages.
- Portioning your Body double silicone.
- Importance of having good systems in place before procedure.

APPLICATION TO YOUR SUBJECT

- Applying Body Double silicone to your subject.
- Reinforcing your silicone with plaster bandages.
- Removing your cast.
- Prepping life-cast for filling.

FILLING YOUR LIFECAST

- Creating a Ultracal 30 positive.

- Alternative material filling techniques.
- Sealing your finished product.

CASTING BODY PARTS

- Differences in life-castings.
- Creating positive parts.
- Monster Clay fills.

TEST: LifeCasting

HOMEWORK:

- Watch YouTube video: **How to make a silicone mold of a kid's face.**
- Mold index finger and fill. (Kit TBD).

SESSION TEN: 3D TRANSFERS

Materials/Tools Required:

- Mold Max 30 Platinum Silicone – Monster Clay – Super Baldez- 99% Alcohol
- Plastil 25 – Dick Smith Deadener – Small Spray Bottles – Disposable Brushes
- Disposable mixing containers – Mixing Sticks – Tongue Dispensers – Klean Clay

CREATING YOUR TRANSFER

- Location and sculpture positioning.
- Creating your sculpture.
- Sealing, separation walls, blending edges.

SILICONE AND CAP PLASTIC

- Mold Max 30 introduction.
- Mixing procedures.
- Pouring and application.

MAKING MOVIE QUALITY TRANSFERS

- Introduction to cap plastics.
- Mixes and blends of cap plastic.
- Types of applications.

SKINNING YOUR MOLD

- Skinning your silicone.
- Layering.
- Removing air bubbles.

PLATSIL 25 & DEADENER

- Intro to Platsil 25.
- Intro to Deadener and its effects.
- Mixing techniques.

FILLING YOUR MOLD

- Degassing your silicone.
- Pouring your appliance.
- Removing air bubbles. (surface)

CAPPING YOUR APPLIANCE

- Applying final coats of cap plastic. (encapsulation)
- Removing your appliance.

PAINTING – BLOODS – FLOCKING

- Discussion & Demo.

TEST: 3D Transfers.

HOMEWORK:

- Watch YouTube video: **Flat molding & casting the infected knee tutorial.**
- Provide 25 facts from video that would make for a successful knee mold/casting.

SESSION ELEVEN: CHARACTER TEETH

Materials/Tools Required:

- Mold Max 30 Platinum Silicone – Monster Clay – Dental Alginate – Dental trays
- Mixing containers – Mixing sticks – Acrylic Monomer – Acrylic Power – Dye Keen Plaster

CASTING YOUR ACTOR

- Intro to dental alginate.
- Dental trays.
- Mixing your alginate / Filling your trays.
- Hygiene. (Actor / FX Artist)

CASTING PROCESS

- Inserting trays into subject's mouth.
- Proper removal techniques of set trays and casts.
- Filling your negatives with Dye keen plaster.

CREATING YOUR POSITIVE OF ACTORS' TEETH IN SILICONE

- Casting positive stone. (Silicone Cast)
- Filling silicone negative. (Silicone on Silicone)

SCULPTING CHARACTER TEETH

- Creating functional teeth for your character.
- Molding your sculpture. (Mold Max 30)
- Pulling you negative.

DENTAL ACRYLIC / MONOMER

- Intro to dental acrylic / monomer.

- Dental tools.
- Mixing do's and don'ts.

POSITIVE TO NEGATIVE CONSTRUCTION

- Pouring and distributing your materials correctly.
- Press casting your positive into your negative sculpt.
- Pulling your positive.
- Fitting your character's teeth to actor.

FINISHING YOUR CHARACTER TEETH

- Refining your final character teeth set.
- Dremel Tools.
- Tooth Stains.
- Painting techniques.
- Sealing your final set.

TEST: Character Teeth.

HOMEWORK:

- Watch YouTube video: **Dental casting with Mark Viniello.**
- Provide 25 useful facts regarding dental casting, including actor safety when casting teeth.

SESSION TWELVE: CHARACTER SCULPTURE

Materials/Tools Required:

- Monster Clay – Klean Clay – Wed Clay – Clear Coat – Water Based Clay
- Chavant Clays – Sculpting Tools – Clear COAT – 205 Release
- Spray Bottles – Lazy Susans

INTRO TO WATER / OIL BASED CLAYS

- Intro to water based clays.
- Intro to oil based clays.
- Intro to paraffin based clays.
- Pros and Cons of clay types.

SCULPTURE IN FILM & TELEVISION

- Props and set.
- Sculpture in the SFX world.
- Legends in the industry and their techniques.

CHARACTER DESIGN

- The do's and don'ts of designing a character for the screen.
- Understanding and translating your design to the screen.
- Functionality of your design.

BLOCKING YOUR SCULPTURE OUT

- Wet... Oil... or Paraffin based clay?
- Training your mind to see in quadrants.
- Proportions.

OIL AND PARAFFIN BASED TECHNIQUES

- Blending, raking, blending.
- Smoothing techniques.
- Glassing.

WED CLAY

- Blocking.
- Speed sculpting.
- Preserving your sculpt for another day.

TEXTURES – SKINNING – PATTERNING

- Skin texture.
- Scales.
- Aging.
- Sealing you sculpts.

TEST: Character Sculpture.

HOMEWORK:

- Watch YouTube video: **Latex mask sculpture: Sculpting teeth and gums**
- Provide 25 facts from video regarding successful sculpting of teeth/gums.

SESSION THIRTEEN: ZOMBIE CLASS

Materials/Tools Required:

- Alcohol Pallets – Blood Gel – Fake Blood- Instant Coffee – Vaseline – Tooth Stain
- Friendly Plastic – Premade monster teeth – Fake Nails – Balloon Rubber – colodian
- Mixing containers – Mixing sticks – glass sheets – Nurbies – Grease Paint Pallet

WHAT IS A CORE?

- History of zombies.
- Zombies in History.
- Walk-in Dead Zombies

CREATING YOUR ZOMBIES

- Out of the kit versus prosthetic sculpts.
- Latex build up versus silicon transfers.
- Pre-made teeth versus tooth and blood stains.

COTTON AND LATEX

- Creating zombie hands.
- Creating zombie nails.

- Creating disease.
- Creating rot.

3D TRANSFERS

- Cuts and infection.
- Creating filthy skin.
- Slicking the hair.

BRING THE DEAD TO LIFE

- Premade bald caps with hair-human.
- Blood gels.
- Using 3 tones of blood for realism.

EXPOSING BONES

- Facial exposure.
- Hand and arm overlays.

STYLIZING YOUR ZOMBIE

- Rotting your clothing.
- Walking correctly as a zombie.

TEST: Zombie class.

HOMEWORK:

- Watch YouTube video: **How to become a zombie.**
- List 5 zombie movies that impacted the film industry. Explain how you would create in a detailed step by step and explain the product you would use.

SESSION FOURTEEN: PROSTHETICS APPLICATION

Materials/Tools Required:

- Premade Foam Latex Appliance – Pre-Made 3d transfer – Telisis 5 – Spirt gum
- Cabosil – Super Solv – Isopropyl Myristate – Ben Nye Spirt Gum Remover
- Pros-Aide – Telesis 5 – Beta Bond – Telesis Modifier / Thinner – Instant Coffee
- Astro Glide – Vaseline – Alcone Powers – Water colors

FOAM LATEX APPLIANCES

- Types of adhesives.
- Types of removers.
- Preparing your subject for application.
- Skin allergies and latex safety.

APPLYING FOAM APPLIANCES

- Applying prosthetic with pros – aide.
- What is Cabo Patch?
- Creating cabo patch thickened adhesive.

- Blending your edges.
- Removing your appliance.
- After Care.

APPLYING 3D TRANSFER

- Applying prosthetic 3d transfer to your subject.
- Using 99% alcohol for seamless application.
- Mechanical Bonds.
- Removing your appliances.
- After Care.

ENHANCING YOUR APPLICATION

- Using over the counter products for realism.
- Using coffees and teas.
- Using powders.
- Re-reinforcing your appliance.

TEST: Prosthetic Application.

HOMEWORK:

- Watch YouTube video: **Skin Illustrator versus Ben Nye palette.**
- Describe the pros and cons of alcohol versus grease paints.

SESSION FIFTEEN: PAINTING AND COLORING

Materials/Tools Required:

- Fine brushes – Disposable Acid Brushes – Grease paint palettes – 99% Alcohol
- Alcohol Palettes – Flocking – Colored powders – Super Baldez

APPLIANCES

- Grease paints.
- Pros Aide layering.
- Shading & Highlights.
- Understanding blend and Tonal Change.
- Sealing your appliance.
- Intrinsic layering. (Foam Latex)
- Flocking.
- Flocking Super Baldez.
- Creating Suspension Overlays.
- Flicker Techniques.
- Veining Techniques.
- Bruising and overlays.

TEST: Painting and coloring.

HOMEWORK:

- Watch YouTube video: **Skin Illustrator versus Ben Nye palette.**
- Explain how to use alcohol paints on appliances both foam and silicone.

SESSION SIXTEEN: FINAL EXAM/CLOSING BUSINESS

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 one class session and pass the course. If your class meets two days a week, you cannot miss more than two class sessions and pass the course.

COURSE REQUIREMENTS

1) Tests – 30% (total)

Mid-Term test (15%), a comprehensive exam covering all material and SFX make up techniques introduced over the first half of the course.

Final Exam (15%), a comprehensive exam and demonstration covering all material introduced in the course.

2) Assignments – 30%

In class assignments (20%): Almost every class session will have a hands-on component to it where students will engage in learning how to be developed into MUFX artists. After learning through demonstration and practice, students will demonstrate their learning through performing/presenting learned skills in formal and informal in-class activities. This will include an in-class “final project” during which students will do written test, demonstrate SFX makeup techniques, and identify safety practices.

Homework assignments (10%): There is homework that includes reading, research and on-line activities (discussion boards) that are graded for completion. There are two graded homework assignments that equal 10% of the final grade.

3) Production Professionalism – 25%

The Production Professionalism grade is comprised of these elements: Teamwork 10%, Individual Professionalism 10%, Punctuality 10%, and Task Completion 10%. Students are expected to participate in all group activities, build a positive attitude on set, have great attendance, and complete all tasks including final project production.

4) Weekly Tests – 15%

Each week has a cumulative test towards the end of class, quizzing over the concepts learned during the week's lesson(s).

5) Self-Assessments – 0%

In addition to the evaluations presented above, numerous self-assessments will be scheduled throughout the term to allow students to gauge their comprehension of the course content.

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 and below

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.

WORK ETHICS/EMPLOYABILITY SKILLS (for TCSG institutions)

The Technical College System of Georgia (TCSG) requires the assessment of student work ethics in all academic programs, which may include a work ethics grade for this course. The ten work ethics identified for student success are listed below:

1. Attendance: Attends class, arrives/leaves on time; notifies instructor in advance of

- planned absences; makes up assignments punctually.
2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
 3. Teamwork: Respects rights of others; is a team worker, is cooperative, is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
 4. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.
 5. Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectations of self.
 6. Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
 7. Organizational Skills: Manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
 8. Communication: Displays appropriate verbal and non-verbal skills.
 9. Cooperation: Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
 10. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Work Ethics grading will be by exception, with a default grade assigned as "Meets Expectations." The grading process is as follows:

Exceeds Expectations	=	3 points
Meets Expectations	=	2 points
Needs Improvement	=	1 point
Unacceptable	=	0 points

GFA - 2060 - Production Accounting

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* GFA

Course Number* 2060

Course Title* Production Accounting

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Georgia Film Academy

**College - School/
Department*** Department of English and Philosophy

Catalog Course Description* This course is designed to give students a broad understanding of Production Accounting and related production concepts. Students will learn the fundamentals of Production Accounting for the entertainment industry, including how to manage the finances on a production and maintain accurate records. This course will explain the relationship between the production accounting department, the producers, the production office and set. Practical experience will be created by the use of industry standard software.

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

Yes
 No

Is this a General Education course?*

Yes No

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

Area A
 Area B
 Area C
 Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Undergraduate Standard Letter

- Student Learning Outcomes**
1. Explain the role of the Accounting Department on a film or television production.
 2. Detail the daily workflow within the Accounting Department, from pre-production through post production.
 3. Classify the hierarchy in production and on the studio and network level.
 4. Demonstrate how to properly use the paperwork generated from each department.
 5. Interpret standard reports comparing budget against actual.
 6. Justify the importance of accurate reporting.
 7. Demonstrate production accounting software.
 8. Examine the laws and regulations governing production.

Rationale* This is the common numbering solution converting our COMM 2285 placeholder to GFA 2060 per the USG guidelines.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$125 per credit hour. No institutional fees IF students are not taking any additional courses at their home institution.

Fee Justification Established by the USG

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Attach syllabus* Syllabus has been attached - This is required

GEORGIA FILM ACADEMY – PRODUCTION ACCOUNTING COURSE SYLLABUS

GFA
Production Accounting
Instructor: Cheryl Jenkins
Credits: 3
Pre-requisite: GFA1
Classroom: TBD
Office Hours: by appointment, usually before class
E-mail: Cheryl@pacsintl.com

Textbook and Materials:

Textbook: The Complete Film Production Handbook, by Eve Light Honthaner
Materials: 10 Key Calculator, Calculator Tape, Highlighters, Pens, Rulers, Internet Access

COURSE DESCRIPTION

This course is designed to give students a broad understanding of Production Accounting and related production concepts. Students will learn the fundamentals of Production Accounting for the entertainment industry, including how to manage the finances on a production and maintain accurate records. This course will explain the relationship between the production accounting department, the producers, the production office and set. Practical experience will be created by the use of industry standard software.

The course is intended for students with little or no previous exposure to production accounting. A basic understanding of accounting principles is recommended. The course will utilize a hands-on approach emphasizing the relation between script analysis, physical production and accounting data. The main concentration of this course is to understand the role of the production accountant and the other key positions in the accounting department. Students will learn how to maintain financial controls and keep accurate accounting records that will enable producers to maximize production value. The secondary focus of the course will be how to prepare and interpret the reports that summarize the financials of the production.

This comprehensive course covers specific duties, including set up and all accounting functions such as accounts payable, accounts receivable, petty cash, purchase orders, payroll, banking and general knowledge of signatory guilds and unions. Other topics include insurance, labor law, production tax credits and production accounting software.

METHODS OF INSTRUCTION

This course will be presented through lectures, in-class discussions, professional guests, audio-visual materials, practical application, student presentations, field trips, tests, assessments and a final exam designed to judge competency.

STUDENT COMPETENCIES

1. Explain the role of the Accounting Department on a film or television production.
2. Detail the daily workflow within the Accounting Department, from pre-production through post production.
3. Classify the hierarchy in production and on the studio and network level.
4. Demonstrate how to properly use the paperwork generated from each department.
5. Interpret standard reports comparing budget against actual.
6. Justify the importance of accurate reporting.
7. Demonstrate production accounting software.
8. Examine the laws and regulations governing production.

COURSE CALENDAR

NOTE: This schedule and outline is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement and make changes as the course needs arise. In addition, the instructor reserves the right to cover the course topics of the instructor's discretion for student learning.

SESSION ONE: Introduction to the Production Accounting Department

- Understanding the role of the production accountant, the required skills and job responsibilities
- The organizational chart on a production
- The organizational chart at the studio and network
- Relationship between the accountant and the studio and/or financier
- Positions in the accounting department
- Understanding cost accounting
- Accounting is a debit and a credit

Homework: Read the accounting section of "The Complete Film Production Handbook." Students will write a one page essay on the role of the production accountant on a film or television production.

SESSION TWO: Introduction to Movies and the Money

- Review scenes from popular television shows and films
- Consider the implications between complicated scenes and simple scenes
- Industry terminology
- Intensive study of each department on set
- Genres

Homework: Read the AD section of "The Complete Film Production Handbook." Students will read scenes from selected scripts and discuss financial implications via discussion board.

SESSION THREE: Breakdown a Script – Scene Study

- Invite a 1st AD to Class or watch a video on script analysis and breakdowns
- Read a short-film script in class

- Explain how these important elements cost money
- Generated reports from the AD Department and Production
- Day to Day Operations

Homework: Students will identify key production elements via discussion board.

SESSION FOUR: Field Trips – Studying Production from a Cost Perspective

- Class field trip to a film or television set – scripted project
- Relationship between the accountant and the UPM
- Overview of the various departments and unions governing a production
- Introduce Union/Guild Agreements

SESSION FIVE: The Manual

- Overview of accounting manuals and requirements from different studios
- Setting up the accounting department
- Confidential Information
- Day to day responsibilities from the studio's perspective
- Day to day responsibilities on the show level
- Managing studio expectations vs. the producer

Homework: Students will study the studio accounting manual and answer questions about studio mandates.

SESSION SIX: Above-the-Line vs. Below-the-Line

- Definition of the “line”
- Understanding contractual language
- Union vs. Non-Union
- Labor Laws
- Definition of fringes
- Quiz

Homework: Students will study labor laws and minimum wage requirements in selected states and respond to questions.

SESSION SEVEN: In-Class Presentation

- Class separated into groups
- Distribute 2-3 pages of a script
- In-Class Assignment: Each group will identify the costs in a specific department.

SESSION EIGHT: The Budget

MID-TERM EXAM

- Review sample budgets from different genres
- Departments within each genre
- Budget Top Sheet
- Approved Budget
- Understanding the Budget

SESSION NINE: The Accounting Clerk

- Job Responsibilities
- Filing
- Purchase Order Log
- Petty Cash Log
- Keeping the Office in Order
- Check Copies and PO Copies

SESSION TEN: The 2nd Assistant Accountant

- Job Responsibilities
- Production considers purchase orders the same as cash
- Tracking purchase orders
- Coding
- Approvals
- Matching Invoices
- Check runs
- MICR Printers

Homework: Students will write purchase orders for standard equipment contracts.

SESSION ELEVEN: Purchase Order and Invoice Processing Clinic

- Set up class like an accounting office
- Managing the workflow
- Checking for accuracy
- Routing for approvals
- Introduction to the software

Homework: Students will practice data entry by entering selected purchase orders and invoices into the production accounting software.

SESSION TWELVE: The 1st Assistant Accountant

- Petty cash rules and regulations
- Purchasing Cards and Credit Cards
- Bank Reconciliations
- Petty cash and P-card clinic

SESSION THIRTEEN: Payroll

- Above-the Line Payroll
- SAG/AFTRA
- DGA
- Below-the Line Payroll
- Guild contracts, determining rates
- Calculations
- Purpose of the Payroll Company
- Deal Memo
- Start Paperwork/I-9
- Box Rentals
- Filling out a timecard

Homework: Students will write an essay on the importance of the I-9 and the e-verification process.

SESSION FOURTEEN: The Other Stuff

- Production Incentives
- Insurance Claims
- Quiz

SESSION FIFTEEN: The Financial Reports

- Cost Reporting
- The general ledger
- Generating the Report
- Forecasting
- Daily Hot Cost at a glance
- In-Class Assignment: Each group will prepare a presentation on the implications of payroll in the production process.

SESSION SIXTEEN: Your Career

- Creating a Career in Production Accounting
- Resume vs. Credit Sheet
- IMDB
- **FINAL EXAM**

ATTENDANCE

Students are expected to be punctual and attend all classes for which they are registered. Instructor 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 one class session and pass the course. If your class meets two days a week, you cannot miss more than two class sessions and pass the course.

COURSE REQUIREMENTS

1) Exams – 50% (total)

Mid-Term Exam (20%), a comprehensive exam covering all material introduced over the first half of the course.

Final Exam (20%), a comprehensive exam covering all material introduced in the course.

Quizzes (10%), periodic quizzes covering the week's material introduced that week.

2) Assignments - 40% (total)

In-class Assignment: Group Presentation (25%) Group members are expected to be actively involved in each group assignment. Participation is essential to the group's success. There will be one grade assigned to the group.

Homework Assignments (15%): There is homework that includes reading, writing, research and online activity (Blackboard) that is graded for completion.

3) Attendance– 10%

Regular attendance and full participation is vital to success in this class. Students are expected to participate in all group activities and have a presence on Blackboard. Students must be actively engaged in order to do well in this class.

GRADING SYSTEM: COLLEGE POLICY

Grades will be assigned according to the following scale:

A = 90 – 100

B = 80 - 89

HIST - 4301 - Latin American Women

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* HIST

Course Number* 4301

Course Title* Latin American Women

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* History

**College - School/
Department*** College of Arts and Humanities Department of History

Catalog Course Description* This class examines the lives and experiences of Latin American women through the sub-themes of sexuality, religion, labor, social movements, populism, liberalism, race, and class in order to debunk traditional misconceptions and stereotypes about Latin American women and focus on their influence and contribution to an otherwise commonly perceived male-dominated culture and society.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester*	Fall	Desired Effective Year*	2019
Frequency		Grading*	Undergraduate Standard Letter

Student Learning Outcomes At the end of this course, students will be expected to:

- * Demonstrate an understanding of the historical role, significance, and experiences of women in Latin American cultures and society
- * Analyze primary and secondary sources for their historical content and interpretations as they relate to women in Latin American history
- * Demonstrate ability to research according to historical methods by producing a formal research paper based on primary and secondary sources
- * Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation
- * Exhibit critical thinking skills through written assignments and class discussion

Rationale* This course has been taught twice as a Special Topics class and proved to be a popular course. The course attracts both history and non-history majors, and counts towards the cultural diversity requirements for secondary ed majors. Furthermore, it counts towards four minors: Africana Studies, Women's Studies, Latin American Studies, and Gender & Sexuality. Lastly, this course is an excellent addition to those already on various topics within Latin American History offered by the Department of History because it focuses specifically on women. I offer this course every four years, and am scheduled to teach it again in the Spring of 2021.

Prerequisites (HIST 1111 or 1112) and (HIST 2111 or 2112)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Attach syllabus* Syllabus has been attached - This is required

HIS 4301: Latin American Women

This course can be taught as a hybrid, 100% online, or a traditional Face to Face class.

Instructor: Dr. Colleen A. Vasconcellos
Office Hours TBD
TLC 3208
Email: cvasconc@westga.edu
Phone: 678-839-6032

Course Objectives:

This semester, we will examine the major social, cultural, political, and economic themes in Latin American history through the lens of gender. This class will also work to debunk traditional misconceptions and stereotypes about Latin American women, in order to focus on their influence and contribution to an otherwise commonly perceived male-dominated culture and society. By taking an interdisciplinary approach, the course will focus on three major themes: colonial foundations of patriarchal relations, nation-building and revolution, and gender transformations and agency. Within those larger categories we will examine the lives and experiences of Latin American women through the sub-themes of sexuality, religion, labor, social movements, populism, liberalism, race, and class in order to learn the unique roles women played in their societies as compared to women in other societies.

This course is a DSW course, and it will be writing intensive. DSW courses accept the idea that writing is a valuable tool for learning and communication as a guiding principle. Therefore, the writing components of a course so designated are designed to help you learn the material and communicate what you have learned. Students are required to take two "W" courses for an undergraduate degree in the College of Arts and Humanities.

Learning Outcomes:

At the end of this course, students will be expected to:

- * Demonstrate an understanding of the historical role, significance, and experiences of women in Latin American cultures and society
- * Analyze primary and secondary sources for their historical content and interpretations as they relate to women in Latin American history
- * Demonstrate ability to research according to historical methods by producing a formal research paper based on primary and secondary sources
- * Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation
- * Exhibit critical thinking skills through written assignments and class discussion

Textbooks and Course Readings:

1. Susan Socolow, *Women of Colonial Latin America*
2. Pamela Murray, *Women and Gender in Modern Latin America*
3. Anna Lanyon, *Malinche's Conquest*

4. Isabelle Allende, *In the House of the Spirits*
5. Julia Alvarez, *In the Time of the Butterflies*
6. Supplemental Readings

Special Note

Students, please carefully review the following information at this link:

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

This link contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Federal Privacy Laws and Grades

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and I am happy to do so at any time. Just make an appointment and we'll talk.

COURSE EVALUATION AND GRADE DISTRIBUTION

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Exams 20%
- Facebook Community Group Posts 20%
- Book Papers 20%
- Research Paper 20%
- Class Participation 20%

Exams

You will have a **midterm and a final exam**, with these exams comprising a combined 20% of your final grade. Late exams or exams submitted outside of the Exam Assignment Dropboxes will not be accepted without a properly documented excuse. If you miss an exam for properly documented reasons, you should make arrangements with me as soon as possible for a make-up exam. More info on these exams will be given as we get closer to each.

Book Papers

Rather than write a more traditional book reviews of the books assigned for this class, you will instead write **three separate 5-page papers** on each of these books that follow a certain list of questions provided by me in the Class Projects and Assignments Module. These papers constitute a combined 20% of your grade. Late papers or papers submitted outside of the Assignment Dropbox will not be accepted

without a properly documented excuse. If you miss a paper for properly documented reasons, you should make arrangements with me as soon as possible for an extended deadline.

Research Papers

Each of you will write a **6 to 8-pg paper on a topic related to Latin American Women** that will comprise 20% of your grade. Furthermore, throughout the semester, there will be various checkpoints connected to this paper that will result in the deduction of 5 points from your final draft's grade should you miss one. Please see the Class Projects and Assignments Module in CourseDen for more details on this paper and the various checkpoints. Late papers, checkpoints, or submissions outside of the Assignment Dropboxes will not be accepted without a properly documented excuse. If you fail to submit this paper for properly documented reasons, you should make arrangements with me as soon as possible for an extended deadline.

Facebook Community Group Posts

For each unit, you'll be required to make **one post to our class's Facebook Community Group** based on a specific prompt. Posts must contain some sort of visual item and a discussion of at least 100 words. See CourseDen for details. Late posts will not be accepted. These posts constitute 20% of your grade and will be due at the deadline specified in the syllabus

Class Participation

Class participation is not attendance, but actual participation in the class discussion of the day. Therefore, even if you come to class everyday, but don't say a word, at most, you will be given a 70 for your class participation grade. Any class participation must stay on topic, unless it relates directly to the subject at hand. Comments to the contrary will be classified as disruptive, and you will be asked to refrain from making comments such as these in the future. If it continues, you will be asked to leave class. Class participation is 20% of your grade.

In-Class participation will be graded as follows:

- 100: Substantial comments every class, outstanding participation
- 90: Participate regularly in the class discussion, but not every class meeting
- 85: Participate occasionally, with worthwhile insight and good questions
- 80: Commented once or twice over the course of the semester
- 70: no comments made

A Note about Submitting Assignments to CourseDen

ASSIGNMENT FORMAT: All submitted written assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) are required for all paraphrased or directly quoted information. The use of any source outside of CourseDen is not allowed. Please note that I will not be contacting you to resubmit in the event of a broken link.

SUBMITTING ASSIGNMENTS LATE OR OUTSIDE COURSEDEN: Late assignments submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a

properly documented excuse. Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.

THE RETURN OF GRADED WORK: Assignment grades will be posted within a week of the due date. Discussion grades will be posted within one week of the date of the discussion's end.

EXTRA CREDIT: There is no extra credit offered in this class outside of that stated on the syllabus or by the professor.

IN THE EVENT OF TECHNICAL DIFFICULTIES

It is your responsibility to see that your assignments have posted to CourseDen properly. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox. It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox.

In the event that you are having computer/wifi difficulties, please find an alternative source. Please do not wait until the last minute to submit assignments. You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. Technical problems related to computer connections or equipment cannot be used as an excuse for failure to complete assignments or to participate online.

It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your coursework online. Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working.

A Note about Academic Honesty:

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and my policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. This includes paraphrasing, which may not be taking a passage word for word, but certainly does not give credit to ideas and/or information. All assignments will be monitored by Turnitin, and plagiarizers will automatically fail the course. I will also recommend that UWG administration take action.

You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Content Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is "when in doubt, cite."

Tentative Course Outline
Each Unit is approximately 2 weeks of instruction

Unit 1: Identities, Histories, and the Problem of Machismo

This unit lays out the theoretical frameworks for the course, and asks students to consider the historical origins of the various gender characterizations present in Latin America today.

- Readings:
 - Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91:5 (1986): 1053-75 (JSTOR); Sueann Caulfield, "The History of Gender in the Historiography of Latin America," *Hispanic American Historical Review* 81:3-4 (2001): 449-490 (JSTOR), Matthew C. Gutmann, "Machismo," in *The Meanings of Macho* (CD); and Evelyn Stevens, "Marianismo: The Other Face of Machismo" (CD)
- Assignments:
 - Student Contract Quiz, Plagiarism Quiz
 - Facebook Group Post on Marianismo

Unit 2: A Collision of Cultures

Pre-Columbian, African, and Iberian women are discussed in this unit in order to examine how these three groups' lives were impacted and changed by the conquest and settlement of the Americas.

- Readings:
 - Anna Lanyon, *Malinche's Conquest*, Socolow, Chapters 2-4, Irene Silverblatt, "Andean Women in the Inca Empire," *Feminist Studies* 4:3 (1978): 36-61 (JSTOR); Robert McCaa, "Child Marriage and Complex Families among the Nahuas of Ancient Mexico," *Latin American Population History Bulletin* 26 (1994): 2-11 (CD), Inga Clendinnen, "Yucatec Maya Women and the Spanish Conquest: Role and Ritual in Historical Reconstruction," *Journal of Social History* 15:3 (1982): 427-442. (JSTOR)
- Assignments:
 - Short Essay on Anna Lanyon's *Malinche's Conquest*
 - Facebook Group Post on Iberian women

Unit 3: Spheres—Women and the Church

The Catholic Church both suppressed and provided opportunities for women in Latin America, and this Unit focuses on those themes through the examination of the control, influence, and impact of the Church on the secular and religious lives of women during this period.

- Readings:
 - Selections from Sor Juana de la Cruz, *La Respuesta* (CD), Socolow, Chapter 7, Jean Franco, "The Power of the Spider Woman: The Deluded Women and the Inquisition" (CD), George Antony Thomas, "The Queen's Two Bodies: Sor Juana and New Spain's Vicereines," *Hispania* 92:3 (2009): 417-429 (JSTOR), Asunción Lavrin, "The Indian Nuns of Mexico City's Monasterio of Corpus Christi 1724-1821" (CD), "Concerning the Education of Women" (CD).
- Assignments:
 - Research Paper Checkpoint: Topic and Research Question
 - Facebook Group Post on Sor Juana Inez

Unit 4: Spheres—Women and the Home

While the Church is an important part of Latin American women's lives, the home is their main domain. This unit explores women's lives through the lens of domesticity and class.

- Readings:

- Isabelle Allende, *In the House of the Spirits*, Socolow, Chapters 1, 5-6, Murray, Chapter 2, "Daily Life in 18th Century Colombia" (CD), "Changes in Mexican Family Law in the Nineteenth Century" (CD), "Concerning Women's Intelligence and Beauty" (CD).

- Assignments:

- Short Essay on Allende's *In the House of the Spirits*
 - Facebook Group Post on Class and Domesticity

Unit 5: Spheres—Women, Class, and the Gendered Divisions of Labor

This unit examines the divisions of labor in Latin America according to race, class, and gender.

- Readings:

- Socolow, Chapters 8-9, Murray, Chapter 5, "Women, Peonage, and Industrialization in Argentina, 1810-1914" (CD), Sandra Lauderdale Graham, "Slavery's Impasse: Slave Prostitutes, Small-Time Mistresses, and the Brazilian Law of 1871," *Comparative Studies in Society and History* 33:4 (October 1991): 669-94 (JSTOR).

- Assignments:

- Research Paper Checkpoint: Preliminary Bibliography
 - Facebook Group Post on Class and Domesticity

Unit 6: Republican Motherhood: Independence, Nationalism, and Feminism

With the spirit of revolution and independence spreading through Latin America during the nineteenth century, women were given the responsibility of raising a new generation of citizens along specific social lines. This unit examines those expectations, as well as the growing feminist movement that developed as a result.

- Readings:

- Murray, Chapters 1, 3-4, Socolow, Chapters 10-11, June E. Hahner, "The Beginnings of the Women's Suffrage Movement in Brazil," *Signs* 5:1 (1979): 200-204. (JSTOR), Asunción Lavrin, "The Nineteenth Century Press and Women's Rights" (CD).

- Assignments:

- Research Paper Checkpoint: Rough Draft
 - Facebook Group Post on Women's Suffrage in Latin America

Unit 7: Revolutionary Motherhood

Expanding upon the themes examined in Unit 6, this unit explores women's roles in the revolutions that erupted throughout Latin America from the late nineteenth through the twentieth centuries.

- Readings:

- Julia Alvarez, *In the Time of the Butterflies*, Murray Chapter 6 & 7, Jane S. Jaquette, "Women in Revolutionary Movements in Latin America," *Journal of Marriage and Family* 35:2 (1973): 344-354. (JSTOR), Andrés Reséndez Fuentes, "Battleground Women: Soldaderas and Female Soldiers in the Mexican Revolution" *The Americas* 51:4 (1995): 525-553 (JSTOR).

- Assignments:
 - Short Essay on Alvarez's *In the Time of the Butterflies*
 - Facebook Group Post on the Mirabal Sisters

Unit 8: Reflections

In this retrospective unit, we reexamine the theoretical frameworks of the course with the present day in mind by discussing the changing role of women in Latin American History and their contributions to an otherwise commonly perceived male-dominated culture and society.

- Readings:
 - Murray, Chapter 8-9, Donna Guy, "Future Directions in Latin American Gender History," *The Americas* 51:1 (July 1994) 1-9. (JSTOR), Kia Lilly Caldwell, "Racialized Boundaries: Women's Studies and the Question of Difference in Brazil," *The Journal of Negro Education* 70:3 (2001): 219-230. (JSTOR), Excerpt from *Women in Latin America and the Caribbean: Restoring Women to History*.
- Assignments:
 - Research Paper
 - Facebook Group Post on the future of women in Latin America

HIST - 4302 - Introduction to Digital History

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*
HIST

Course Number* 4302

Course Title* Introduction to Digital History

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type*
History

**College - School/
Department*** Department of History

Catalog Course Description* This course explores how digital techniques are altering the study of history and raising new possibilities and new challenges. This class will introduce students to the theories, practices, and technologies used in the field of digital history and digital humanities more broadly. Course will provide students with a foundational understanding and hands-on experience with different approaches and technologies for collecting, analyzing, preserving, and representing the past.

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

Is this a General Education course?*
 Yes No

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

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 0

Grading* Undergraduate Standard Letter

Student Learning Outcomes Students who successfully complete this course will

- Demonstrate practical knowledge of digital history technologies (main assessments: final project, mapping assignment, quantitative assignment)
- Demonstrate an understanding of the history and theory of digital history (main assessments: blog posts and discussion responses)
- Design and build a digital history site, exhibit, or collection that showcases best practices (main assessment: final project)
- Demonstrate ability to research according to historical methods (main assessment: final project)
- Use digital technologies in the study, interpretation, and presentation of the past (main assessments: mapping assignment, quantitative assignment, final project)

Rationale* This course is essential to supporting the proposed Bachelor of Science in History program. It will equip students with the necessary familiarity with digital skills to effectively analyze, present, and preserve the past in a world of changing technology. It will also assist student preparation for the job market.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* NA

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Attach syllabus* Syllabus has been attached - This is required

INTRODUCTION TO DIGITAL HISTORY

HIST 4302

SEMESTER

DAY/TIME

LOCATION

Contact Information:

Professor

Office Location

Email & Phone

Office Hours

Course Description:

This course explores how digital techniques are altering the study of history and raising new possibilities and new challenges. This class will introduce students to the theories, practices, and technologies used in the field of digital history and digital humanities more broadly. Readings, assignments, discussions and a final project will provide students with a foundational understanding and hands-on experience with different approaches and technologies for collecting, analyzing, preserving, and representing the past.

Learning Outcomes:

Students who successfully complete this course will

- Demonstrate practical knowledge of digital history technologies (main assessments: final project, mapping assignment, quantitative assignment)
- Demonstrate an understanding of the history and theory of digital history (main assessments: blog posts and discussion responses)
- Design and build a digital history site, exhibit, or collection that showcases best practices (main assessment: final project)
- Demonstrate ability to research according to historical methods (main assessment: final project)
- Use digital technologies in the study, interpretation, and presentation of the past (main assessments: mapping assignment, quantitative assignment, final project)

Required Materials:

- Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania Press, 2006), ISBN 9780812219234. (Available at the campus bookstore)
- Please purchase your own domain from the hosting service Reclaim (student version is \$25/year) <https://reclaimhosting.com/>
- Additional readings will be available in a course pack, which can be purchased at the bookstore, and also on course den.

Course Organization and Expectations:

This course includes a lecture and discussion as well as hands-on learning experiences. The first class of each week will be focused on discussing the theory and practice of various topics within digital history while the second class will concentrate on providing students experience in developing related skills. Thoughtful and prepared participation is required to attain the full benefits of this class and to make the class a success. Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized. No extra credit will be offered.

Policies:

- Students are expected to understand and comply with University Academic Honor and Academic Dishonesty policies. <http://www.westga.edu/documents/catalogs.php>
 - Academic dishonesty will result in failing the course and may bring additional penalties imposed by the university.
- Students requiring accommodations must provide a copy of their SAR. It is the student's responsibility to provide their documentation within the first three weeks of the semester.
- For university-wide policies, please see: [University Policies](#)

Assignments & Grade Distribution:

- Blog Posts (20% / 5% each) - Students will write four blog posts in response to specific prompts over the course of the semester. Posts must be at least 2 paragraphs in length and engage constructively with course themes and discussions. In addition to writing your own posts, you must also provide thoughtful commentary and feedback on at least two other posts. These comments should be part of a dialogue of the post, not "good job" or "You need to work on your comma use."
- Mapping Assignment (15%) - Using programs such as ARC-GIS and Google Maps, students will gain experience interpreting geospatial data in historical analysis and producing maps to represent the past. This assignment will require students to explore a historical question and develop an argument based on data gained through mapping in a short essay and supporting maps. Details TBA.
- Quantitative History Assignment (15%) - Using the Voyages Transatlantic Slave Trade Database, students will become familiar with using databases and quantitative methods to write a 2-page paper in which they craft a historical question about the Transatlantic slave trade, conduct a quantitative analysis using the data available, and construct a persuasive historical argument based on their findings.
- Final Project (30%) - Using your Reclaim site, your final project requires you to build a digital project geared toward a historical topic of your choice. If you have not yet taken Senior Seminar, you should use this project as a way of beginning to think about a topic for that course. The nature of your project is up to you. It may be a digital exhibit, a curated primary source collection, a quantitative history project or database, a podcast or videocast series, or a combination of these. Projects should demonstrate content knowledge related to your subject and competence in the digital technologies selected to represent the past. Additionally, final projects must showcase best practices in accessibility and usability. In addition to your project, you should turn in a four page essay outlining your project and its scope, the rationale for the media selected, and what you believe the project should convey to users/viewers. This essay will be 10% of the grade.
- Participation (20%) - This class will be conducted as a seminar, which requires everyone to be involved in the conversation. You are expected to

attend each class and to be prepared to discuss the readings and complete in-class activities. More than two unexcused absences will result in a five-point reduction in your final grade. 10% of your participation grade involves engaging with other students' digital projects and voting for your favorite (You cannot vote for yourself)

Course Schedule

Week 1: What is Digital History?

- What this course is all about
- An introduction to the history of digital history and some key terms
 - Reading: Rosenzweig & Cohen, "Introduction"

Week 2: Engaging Digital History

- What makes a good digital history project?
 - Using Jeffrey McClurken's Guidelines for Digital History Reviews in *Journal of American History*, evaluate one of the following sites. We will discuss these in class. Your evaluation will be your first blog post!!
 - [Emigrant City](#)
 - [Remembering Lincoln](#)
 - [Everything on Paper Will be Used Against Me: Quantifying Kissinger](#)
 - [A Liberian Journey](#)
- Evaluating Digital History Projects
 - Blog Post due by following class

Week 3: Searching for and Preserving Historical Materials for a Digital History Project

- How to find, preserve, and organize historical materials

- Library of Congress - "Digital Preservation"
- [Doing Digital History - Digital Collections](#)
- Hands-on Preservation, Digitization, & Organization
 - Class visit to University Archives and Special Collections
 - Homework - Install Zotero & complete tutorial

Week 4: Digital Storytelling

- Using Digital Collections to tell Stories of the Past
 - Rosenzweig & Cohen - Ch. 3
 - Wyman, Meyers, & Godfrey - "Digital Storytelling in Museums: Observations & Best Practices"
 - [CSI: Dixie](#)
 - Blog Post 2 due by next class
- Using Content Management Systems: Omeka
 - Installing & Using Omeka
 - Choosing Omeka Plugins

Week 5: Quantifying History

- How Historians use Numbers - The Case of the Transatlantic Slave Trade
 - Philip Curtin - "The Volume of the Atlantic Slave Trade" (1982)
 - David Eltis - "The 'Numbers Game' and Routes to Slavery"
- Exploring Quantitative Data in the Slave Trade
 - [Voyages Trans-Atlantic Slave Trade Database](#)
 - Creating & Using Databases
 - Quantitative Assignment due in 1 week - See Course Den for details

Week 6: Visualizing Data

- What to do with the Numbers Once You Have Them
 - Roberts - "Spreadsheets for Historians"
- Making Data Work for You
 - Hands-On - Using [Plotly](#)

Week 7: Maps & Spatial Analysis Part 1

- Narrative Maps
 - White - "What is Spatial History?"
 - Robertson - "Putting Harlem on the Map"
- Using Maps to Tell the Past
 - Hands-On: Using [StorymapJS](#)
 - Blog Post 3 due by next class

Week 8: Maps & Spatial Analysis Part 2

- Data Maps (with Geography Department)
- Using Mapping Software (with Geography Department)
 - [Carto](#)
 - [QGIS](#)
 - Mapping Project due in 1 week

Week 9: Sound & Podcasting the Past

- Sounds & Thoughts - Music, Audio Clips, & Podcasts
 - Bergen - "History on the Download: Podcasting the Past"

- Stern - "The Mp3 as a Cultural Artifact"
- Listen to one episode from a podcast of your choice
 - [Mentalfloss Podcasts](#)
- Using Sound & Making Podcasts
 - [Audacity](#)
 - [Soundcite](#)

Week 10: Video & Documentary Storytelling

- History Channels? - Videos, Documentaries, & Vlogs
 - Reading TBA
- Making & Editing Video Presentations
 - Visit with Mass Communications Faculty
 - Using [Camtasia](#)
 - Blog Post 4 Due by next class

Week 11: Accessibility, Usability, & Fair Use

- Making Sure People can Use Your Project & You're Using Materials Correctly
 - Rosenzweig & Cohen - Ch. 4 "Designing for the History Web"
 - Rosenzweig & Cohen - Ch. 7 "Owning the Past?"
- Hands-On: Making Your Project Accessible & Legal
 - Captioning, Fair Use, & Copyright
 - [Accessibility Checklist](#)

Week 12: Going Public

- How to Get Your Project Off the Ground
 - Rosenzweig & Cohen, Ch. 6 "Building an Audience"
- Hands-On:

- Mapwarper + CartoDB

Week 13: In-Class Labs - Working on Projects

Week 14: Wrap-Up & Voting

Final Projects Due Final Exam Date

HIST - 4303 - History of the Caribbean

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* HIST

Course Number* 4303

Course Title* History of the Caribbean

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* History

**College - School/
Department*** College of Arts and Humanities Department of History

Catalog Course Description* This course is designed as an introduction to the history and civilization of the Caribbean Basin, defined as the West Indies and the nearby coastal areas of Central and South America. It examines the contributions of Native American, African, and European peoples and cultures to the region from the fifteenth century to the present.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective

Desired Effective

Semester*

Fall

Year*

2019

Frequency**Grading***Undergraduate
Standard Letter**Student Learning Outcomes**

Students who have completed this course will be able to

- ❖ demonstrate an understanding of the social, cultural, or political development of the countries that make up the Caribbean Basin.
- ❖ explain the impacts of empire, slavery, and the world economy on small, developing nations.
- ❖ conduct historical research by producing a formal research paper based on primary and secondary sources
- ❖ formulate and defend a historical argument in Standard English through written assignments and class discussion
- ❖ exhibit critical thinking skills through written assignments and class discussion

Rationale*

This course has made enrollment both times that it was offered in our department as a HIST 4485 Special Topics class, and was popular with students when taught. The class fulfills the Cultural Diversity requirements for history students pursuing the Secondary Education track, and can be counted towards the Africana Studies, Latin American Studies, and Global Studies minors.

Prerequisites

(HIST 1111 or HIST 1112) and (HIST 2111 or HIST 2112)

Corequisites**Cross-listing****Restrictions****May be repeated****Fee*** 0**Fee Justification****Planning Info***

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20**Attach syllabus***

- Syllabus has been attached - This is required

Please note that this syllabus is revised based on new scholarship and method of delivery. Instructor can teach this as a 100% online class, Hybrid, or Traditional Face to Face class.

HIST 4303: History of the Caribbean

Instructor: Dr. Colleen A. Vasconcellos

Office Hours: TBD

Office: TLC 3208

Phone: 678-839-6032

Email: cvasconc@westga.edu

Course Description

This course is designed as an introduction to the history and civilization of the Caribbean, defined as the West Indies and the nearby coastal areas of Central and South America. We will examine the contributions of Native American, African, and European peoples and cultures to the region from the fifteenth century to the present. We will discuss the political, cultural, and economic forces which made the Caribbean a world crossroads, and investigate how creole consciousness and Caribbean identity have emerged from the meeting of peoples, empires, and economies.

This is a DSW (Discipline Specific Writing) course, and contains a significant amount of writing assignments. For more information about DSW requirements, please see

<http://www.westga.edu/undergrad/18850.htm.Study>

Learning Objectives

Students who have completed this course will be able to

- demonstrate an understanding of the social, cultural, or political development of the countries that make up the Caribbean Basin.
- explain the impacts of empire, slavery, and the world economy on small, developing nations.
- conduct historical research by producing a formal research paper based on primary and secondary sources
- formulate and defend a historical argument in Standard English through written assignments and class discussion
- exhibit critical thinking skills through written assignments and class discussion

Special Note

Students, please carefully review the following information at this link:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

This link contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Assigned Readings

1. B.W. Higman, *A Concise History of the Caribbean*
2. Franklin Knight, *The Caribbean: The Genesis of a Fragmented Nationalism*
3. Bartolome de Las Casas, *A Short Account of the Destruction of the Indies*
4. Isabelle Allende, *Island Beneath the Sea*
5. Julia Alvarez, *In the Time of the Butterflies*
6. Supplemental Readings

COURSE EVALUATION AND GRADE DISTRIBUTION

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Exams 20%
- Facebook Community Group Posts 20%
- Book Papers 20%
- Research Paper 20%
- Class Participation 20%

Exams

You will have a **midterm and a final exam**, with these exams comprising a combined 20% of your final grade. Late exams or exams submitted outside of the Exam Assignment Dropboxes will not be accepted without a properly documented excuse. If you miss an exam for properly documented reasons, you should make arrangements with me as soon as possible for a make-up exam. More info on these exams will be given as we get closer to each.

Book Papers

Rather than write a more traditional book reviews of the three books assigned for this class (Las Casas, Alvarez, and you will instead write **three separate 5-page papers** on each of these books that follow a certain list of questions provided by me in the Class Projects and Assignments Module. These papers constitute a combined 20% of your grade. Late papers or papers submitted outside of the Assignment Dropbox will not be accepted without a properly documented excuse. If you miss a paper for properly documented reasons, you should make arrangements with me as soon as possible for an extended deadline.

Research Papers

Each of you will write a **6 to 8-pg paper on a topic related to Caribbean Studies** that will comprise 20% of your grade. Furthermore, throughout the semester, there will be various checkpoints connected to this paper that will result in the deduction of 5 points from your final draft's grade should you miss one. Please see the Class Projects and Assignments Module in CourseDen for more details on this paper and the various checkpoints. Late papers, checkpoints, or submissions outside of the Assignment Dropboxes will not be accepted without

a properly documented excuse. If you fail to submit this paper for properly documented reasons, you should make arrangements with me as soon as possible for an extended deadline.

Facebook Community Group Posts

For each unit, you'll be required to make one post to our class's Facebook Community Group based on a specific prompt. Posts must contain some sort of visual item and a discussion of at least 100 words. See CourseDen for details. Late papers will not be accepted. These posts constitute 20% of your grade and will be due at the deadline specified in the syllabus

Class Participation

Class participation is not attendance, but actual participation in the class discussion of the day. Therefore, even if you come to class everyday, but don't say a word, at most, you will be given a 70 for your class participation grade. Any class participation must stay on topic, unless it relates directly to the subject at hand. Comments to the contrary will be classified as disruptive, and you will be asked to refrain from making comments such as these in the future. If it continues, you will be asked to leave class. Class participation is 20% of your grade.

In-Class participation will be graded as follows:

- 100: Substantial comments every class, outstanding participation
- 90: Participate regularly in the class discussion, but not every class meeting
- 85: Participate occasionally, with worthwhile insight and good questions
- 80: Commented once or twice over the course of the semester
- 70: no comments made

A Note about Submitting Assignments to CourseDen

ASSIGNMENT FORMAT: All submitted written assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) are required for all paraphrased or directly quoted information. The use of any source outside of CourseDen is not allowed. Instagram photos and/or Facebook pages must be submitted to their respective Discussion Forums as working links. Please note that I will not be contacting you to resubmit in the event of a broken link.

SUBMITTING ASSIGNMENTS LATE OR OUTSIDE COURSEDEN: Late assignments submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.**

THE RETURN OF GRADED WORK: Assignment grades will be posted within a week of the due date. Discussion grades will be posted within one week of the date of the discussion's end.

EXTRA CREDIT: There is no extra credit offered in this class outside of that stated on the syllabus or by the professor.

IN THE EVENT OF TECHNICAL DIFFICULTIES

It is **your responsibility** to see that your assignments have posted to CourseDen properly. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox. **It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox.**

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. Technical problems related to computer connections or equipment cannot be used as an excuse for failure to complete assignments or to participate online.

It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your coursework online. Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working.

A Note about Academic Honesty:

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and my policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. This includes paraphrasing, which may not be taking a passage word for word, but certainly does not give credit to ideas and/or information. **All assignments will be monitored by Turnitin, and plagiarizers will automatically fail the course.** I will also recommend that UWG administration take action.

You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Content Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is “when in doubt, cite.”

Federal Privacy Laws and Grades

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and I am happy to do so at any time. Just make an appointment and we'll talk.

Tentative Course Outline

Each Unit is Approximately 2 Weeks of Instruction

Unit 1 – A Collision of Cultures

This unit examines pre-Columbian life in the Caribbean, European conquest and settlement of the region, The Black Legend, The Columbian Exchange, and the effects of colonial settlement on the indigenous population.

- Readings:
 - Bartolome de Las Casas, *A Short Account of the Destruction of the Indies*, Higman, Chapters 1-3, Knight, Chapters 1, 2, and pp 109-122, Excerpt from Kris Lane's *Pillaging the Empire* (CourseDen), and Benjamin Keen, "The Black Legend Revisited: Assumptions and Realities," *The Hispanic American Historical Review* 49 (1969): 703-719 (JSTOR)
- Assignments:
 - Mandatory Plagiarism Quiz (to be counted as a Research Paper Checkpoint)
 - Short Essay on Las Casas's *Short Account of the Destruction of the Indies*
 - Facebook Community Post on the Columbian Exchange

Unit 2 – Sugar, Slavery, and the trans-Atlantic Slave Trade

This unit explores the development of sugar culture in the Caribbean, the development of chattel slavery, and the nature of the trans-Atlantic slave trade. There is a particular emphasis on the experiences of the enslaved as well as the maintenance and reinvention of African cultural identity in the region.

- Readings:
 - Higman, Chapters 3 and pp130-146, Knight, Chapters 4-5, "Seeds of Change: Savoring Africa in the New World" (CourseDen), Heather Cateau "The New 'Negro' Business: Hiring in the British West Indies, 1750-1810" (CourseDen), Joseph Holloway, "African Contributions to American Culture" (CourseDen), Simulation: "The African Slave Trade in 2 Minutes: 315 Years, 20, 528 Voyages, Millions of Lives" (CourseDen).
- Assignments:
 - Research Paper Checkpoint: Topic and Research Question
 - Facebook Community Post on Children in the Slave Trade

Unit 3 – The Enlightenment Comes to the Caribbean

In this unit, students examine the impact of the Enlightenment on the region as it relates not only to ideas of independence and empire, but also on the abolitionist movement.

- Readings:
 - Knight, Chapter 6, Bernard Moitt "Women, Work and Resistance in the French Caribbean During Slavery" (CourseDen); Excerpts from *The Anti-Slavery Debates* (CourseDen), Dale Tomich, "The Second Slavery: Bonded Labor and the Transformation of the Nineteenth-Century World Economy," (CourseDen).
- Assignments:
 - Research Paper Checkpoint: Preliminary Bibliography
 - Facebook Community Post on Enlightenment Rhetoric and its impact in the Caribbean

Unit 4 – The Haitian Revolution

The complexities of the Haitian Revolution as an Atlantic event will be the main focus of Unit 4.

- Readings:
 - Isabelle Allende, *Island Beneath the Sea*, Higman pp 146-162, Knight Chapter 7, Excerpt from Laurent DuBois, *Avengers of the World* (CourseDen).
- Assignments:
 - Short Essay on Allende's *Island Beneath the Sea*
 - Facebook Community Post on regional/global impact of Haitian Revolution

Unit 5: The Caribbean—An American Lake?

This Unit begins with Cuba and the Spanish American War and ends with America's imperialist efforts in the region.

- Readings:
 - Knight, Chapters 8-9, Higman pp196-250, Thomas G. Paterson, "US Intervention in Cuba, 1898: Interpreting the Spanish-American-Cuban-Filipino War," *OAH Magazine of History* 12 (1998): 5-10 (JSTOR), The Platt Amendment (CourseDen), PBS, "The US Invasion of Grenada" (website link), Francisco Calderón, "Imperialism of Decadence" (CourseDen), The Jones Act (CourseDen).
- Assignments:
 - Research Paper Checkpoint: Paper Outline
 - Facebook Community Post on Banana Republics

Unit 6: Fragmented Nationalisms

As the Caribbean struggles to gain its independence from America and modern colonial governments, this Unit explores the development of the fragmented nationalisms that result. Topics include AfroCubanismo, Garveyism and other Black Nationalisms, Caribbean Independence movements, and the rise of populism.

- Readings:
 - Higman, Chapter 9, Knight Chapter 10, Stuart Hall, "Negotiating Caribbean Identities" (CourseDen), Selected works from Marcus Garvey, Walter Rodney, and George Padmore (CourseDen)
- Assignments:
 - Research Paper Checkpoint: Rough Draft
 - Facebook Community Post on Black Nationalism in the Caribbean

Unit 7: The Age of Dictators

Expanding on some of the themes of Unit 6, this Unit compares and contrasts the regimes of various island dictatorships that developed in the region. Particular emphasis is placed on Castro's Cuba, Trujillo's Dominican Republic, and the Duvaliers in Haiti.

- Readings:
 - Julia Alvarez, *In the Time of the Butterflies*, Higman pp 251-266, Revisit Knight Chapter 7, Raymond Pulley, "The United States and the Trujillo Dictatorship, 1933-1940: The High

Price of Caribbean Stability," Caribbean Studies 5 (1965): 22-31 (JSTOR), Select Online Sources from the JFK Library regarding Castro's Cuba.

- Assignments:

- Short Essay on Alvarez's *In the Time of the Butterflies*
- Facebook Community Post on the Cold War in the Caribbean

Unit 8: The Caribbean in the Age of Globalization

In this unit we debate the modern Caribbean as tourist paradise or neocolonial empire by examining the modern Caribbean as a region.

- Readings:

Higman pp266-326, Knight Chapter 11, Excerpt from Mimi Sheller, *Consuming the Caribbean* (CourseDen), Kevin Edmonds, "An Elusive independence: Neocolonial Intervention in the Caribbean" (CourseDen), "The Contemporary Caribbean" (Online Exhibition).

- Assignments:

- 6-8pg Research Paper: Final Draft
- Facebook Community Post on the Cold War in the Caribbean

HIST - 4580 - American Foodways

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* HIST

Course Number* 4580

Course Title* American Foodways

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* History

**College - School/
Department*** College of Arts and Humanities Department of History

Catalog Course Description* Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. This course explores how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E


Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective

Desired Effective

Semester*	Fall	Year*	2019
Frequency		Grading*	Undergraduate Standard Letter
Student Learning Outcomes	<p>At the end of this course, students will be expected to:</p> <ul style="list-style-type: none"> ❖ demonstrate an understanding of the important developments in the formation of American foodways and culture from the pre-Columbian era to the present. ❖ conduct historical research on American foodways by producing a formal research paper based on primary and secondary sources ❖ formulate and defend a historical argument in Standard English through written assignments and class discussion ❖ exhibit critical thinking skills through written assignments and class discussion ❖ demonstrate knowledge of American foodways as they relate to the theory and practice of public history 		
Rationale*	<p>This course is currently being taught as HIST 4485: Special Topics in American History. We have had great success with the class, and it made enrollment incredibly fast. Students are enjoying it, and so are we professors who are teaching it. While we have a great many in the class who are history majors, we are also finding that students outside of history are also taking the class (especially CRIM majors who need online electives). The class counts towards CoE secondary ed cultural diversity requirements, as well as a variety of minors on campus: Africana Studies, Women's Studies, and Gender & Sexuality. Furthermore, it counts towards the new Public History certificate in our BA history program. We are planning on offering the course every few years and expect it to be a popular class with undergraduates both in and outside of history.</p>		
Prerequisites	(HIST 1111 or 1112) and (HIST 2111 or 2112)		
Corequisites			
Cross-listing			
Restrictions			
May be repeated			
Fee*	0		
Fee Justification			
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Present or Projected Annual Enrollment*	25		

Attach syllabus*  Syllabus has been attached - This is required

History 4580: American Foodways

(While this syllabus is for a 100% Online Course, it can easily be taught as a Hybrid or a more traditional Face to Face Course depending on student need)

Dr. Ann McCleary Office: TLC 3211 Phone: 678-839-6041 (email preferred) Email: amcclear@westga.edu Office Hours: TBD	Dr. Colleen A. Vasconcellos Office: TLC 3208 Phone: 678-839-6032 (email preferred) Email: cvasconc@westga.edu Office Hours: TBD
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Course Objectives

Are you truly what you eat? Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. We will spend the semester exploring how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

Learning Outcomes

At the end of this course, students will be expected to:

- demonstrate an understanding of the important developments in the formation of American foodways and culture from the pre-Columbian era to the present.
- conduct historical research on American foodways by producing a formal research paper based on primary and secondary sources
- formulate and defend a historical argument in Standard English through written assignments and class discussion
- exhibit critical thinking skills through written assignments and class discussion
- demonstrate knowledge of American foodways as they relate to the theory and practice of public history

Special Note:

Students, please carefully review the following information at this link:

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

This link contains important material pertaining to your rights and responsibilities in this class.

Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Course Requirements and Evaluation

Course Readings There are no textbook purchases for this class. All readings and materials are provided by us and you can find them organized by unit in CourseDen.

Attendance Verification

Please note that students who do not actively participate in the class within the first two weeks will be withdrawn by the course at the deadline set by the university. In this class, we will have three mandatory attendance checkpoints during the first week of class:

- (1) introduction assignment (2) the student contract quiz (3) the plagiarism quiz

Students who do not fulfill these requirements, which can be found in the in the *Start Here: Syllabus and Start Items Module*, will be dropped for non-participation. If you are unable to complete these assignments in the allotted time-frame and have documentation to that effect, you should contact us as soon as possible to avoid being dropped after the deadline. Please note UWG's policy on attendance verification as outlined in Section 204 of the UWG Faculty Handbook: "In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to login in to the online course-delivery system by a specific date, or to take other specified steps at the beginning of the session." If you are dropped and do not have sufficient documentation as to why you were unable to complete the attendance assignments as outlined here, that decision is final and you will not be reinstated in the course.

Course Evaluation and Grade Distribution

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Class Participation 20%
- Reaction Papers 20%
- Comparative Recipe Analysis 10%
- Research Paper 20%
- Facebook Group Posts 10%
- Family/Community Foods Essay 10%
- 20th Century Food Case Study 10%

Please see CourseDen for more on the assignments discussed below.

Research Paper

Each student is expected to submit a 6-8 page formal research paper on the topic of his or her choice by the date specified in the syllabus. This paper is 20% of your final grade.

Family/Community Foods Essay

Students will write a 3-4 page paper on one specific food/meal/dish that has a specific or special meaning to their family and/or community. This paper is 10% of your final grade.

Comparative Recipe Analysis

Students will write a 3-4 page paper analyzing 3-6 recipes from a specified website. This paper is 10% of your final grade.

20th Century Food Case Study

Students will write a 3-4 page paper on one specific convenience food or beverage invented during the 20th century. This paper is 10% of your final grade

Reaction Papers

Students are expected to submit a 2-3 page reaction paper at the end of units 1, 3, 4, 6, and 8 in the specified Assignment Dropbox. Combined, these papers will comprise 20% of your grade.

Facebook Community Group Posts

For each unit, students will be required to make one post to our class's Facebook Community Group based on a specific prompt. Posts must contain some sort of visual item and a discussion of at least 100 words. These posts constitute 10% of your grade.

Class Participation

There are a total of **8 unit discussions** based on that unit's course material, with each discussion receiving a separate grade that will be applied towards your class participation grade. Grades received for your **mandatory introduction, student contract quiz, and plagiarism quiz** will also be counted towards your class participation grade. Each Online Unit Discussion will be graded on a 25 point scale. Late posts will not be counted towards your unit discussion grades. See the Course Overview Module for more information on Class Participation Guidelines and Grading.

Submitting Assignments to CourseDen

Assignment format: All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) are required for all paraphrased or directly quoted information. The usage of any source outside of CourseDen is not allowed.

Submitting assignments late or outside of CourseDen: Late assignments and discussion posts submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.**

The return of graded work: Assignments and discussions will be graded in one week's time of their scheduled deadlines.

In the event of technical difficulties: It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox.

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. **Technical problems related to computer connections, equipment, or submitting an incomplete or incorrect assignment cannot be used as an excuse for failure to complete assignments or to participate online.**

Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if your personal computer equipment is not working. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.**

A Note about Academic Honesty

We will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and our policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. Plagiarism includes paraphrasing, which may not be taking a passage word for word, but certainly does not give credit to ideas and/or information. **All assignments will be monitored by Turnitin, and plagiarizers will automatically fail the course.** We will also recommend that UWG administration take action.

Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. Every UWG student agrees upon their admission to the university to uphold the UWG Honor Code, which states: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” UWG students further agree that they will “refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.”

In short, don’t do it. You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Course Overview Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is “when in doubt, cite.”

Federal Privacy Laws and Grades

We cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, we cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and we are happy to do so at any time. Just make an appointment and we'll talk.

Tentative Course Outline

Unit 1 – Intercontinental Exchanges

In this Unit, students explore the various foodways of indigenous peoples in the Americas, Europeans, and Africans, as well as the beginnings of early American foodways as they developed during this period.

Readings:

“American Foodways: An Overview,” “Food in History: The Americas,” Excerpt from Michael Twitty’s *The Cooking Gene*, “In which John Dunton eats oatcake and hare boiled in butter in a Connaught cabin (1698),” and “Seeds of Change: Savoring Africa in the New World.”

Assignments:

- Introduction, Student Contract Quiz, and Plagiarism Quiz due during Week 1
- Unit 1 Discussion: Defining Foodways
- Unit 1 Facebook Community Post on the Columbian Exchange
- Unit 1 Reaction Paper on Unit Themes

Unit 2 – Early American Foodways

This unit examines early American Foodways from the colonial to the Antebellum period.

Readings:

“Refined Crudeness in the Middle Colonies,” “In which the Holloway family eat Maize bread and salt beef succotash, Sandwich, New England (1647),” “In which Sons of Liberty drink rum punch at the Golden Ball Tavern, Boston (1769),” “Outsiders, Travelers, and Newcomers Encounter the Early South.”

Multi-Media:

2 videos of Walter Staib’s Taste of History, PBS.

Assignments:

- Unit 2 Discussion comparing 2 regional foodways
- Unit 2 Facebook Community Post on travel food narratives
- Traditional Family/Community Foods Essay

Unit 3 – The Plantation South

Foodways of the American South are explored in this Unit, with particular focus on African and African American contributions.

Readings:

"In which a slave family eat maize mush and possum on Middleburg plantation, South Carolina" (1730s), "Hog Meat and Cornpone: Food Habits in the Antebellum South," Excerpt from Judith Carney's *Black Rice*, "Potlikker: From Slave Plantations to Today."

Multi-Media:

Episode from Paul Prudhomme's *Louisiana Cooking*, Video on Rice Cultivation and Processing, Online Exhibit: Food and Enslavement in Early America.

Assignments:

- Unit 3 Discussion on African and African American foodways
- Unit 3 Facebook Community Post on cultural continuities seen today
- Unit 3 Reaction Paper on Unit Themes

Unit 4 – Urban and Ethnic America

In this Unit, students explore the changing nature of American foodways by examining the contributions made by the various immigrant cultures who came to America beginning in the mid-nineteenth century and stretching through the mid-twentieth.

Readings:

"Food in History: The Industrial Revolution," Excerpt from Jane Ziegelman's *97 Orchard*, "Trail Mix: Foodways on the Santa Fe and Oregon Trails," "Was the Taco Invented in Southern California?"

Multi-Media:

2 videos on Chinese-American cuisine

Assignments:

- Unit 4 Discussion on the reinvention and retention of ethnic food traditions in America
- Unit 4 Facebook Community Post on an international market visit
- Unit 4 Reaction Paper on Unit Themes

Unit 5 – Home Economics and Food Reform

Unit 5 explores food reform efforts during the early to mid-twentieth century, as well as the development of Home Economics programs in American schools.

Readings:

Excerpts from *Perfection Salad*, "Home Economics and Domestic Science Come to the Southern Table," "Clarence Saunders: The Piggly Wiggly Man," "Feeding Baby, Teaching Mother: Gerber and the Evolution of Infant Food and Feeding Practices in the US"

Multi-Media:

Video on the 1920s Kitchen, Video on Sweet Auburn Market in Atlanta

Assignments:

- Unit 5 Discussion on the Home Economics Movement
- Unit 5 Facebook Community Post on *Good Housekeeping* Magazine
- Comparative Recipe Analysis

Unit 6 – War, The Great Depression, and Government Intervention

How do American foodways change during wartime? How do Americans adjust during the Great Depression? What happens when the Federal Government gets involved? These questions and more are discussed in this unit.

Readings:

Excerpts from *Eating for Victory* and *The Square Meal*, “Curious Recipes from the Great Depression,” “The Undertaker’s Meal: Funeral Ceremonies”

Multi-Media:

Photo Essay on Soldier’s Ration Kits during WWI and WWII, a short video on Victory Gardens, a short video on Donut Dollies, and the song “Funeral Food.”

Assignments:

- Unit 6 Discussion on wartime rationing
- Unit 6 Facebook Community Post on Funeral Food
- Unit 6 Reaction Paper on Unit Themes

Unit 7 – Post War America: Food Culture and Politics

Building upon the politicization of food discussed in Unit 6, Unit 7 expands on these themes to focus on ideas of class, race, and domesticity in the post-war era through the 1970s.

Readings:

Excerpts from *The Potlikker Papers*, *Cooking in Other Women’s Kitchens*, and *My Mother was the Best Cook in the World*, “My Kitchen Was the World: Vertamae Smart Grosvenor’s Geechee Diaspora,” and “Southern Food and the Civil Rights Movement.”

Multi-Media:

Videos on Housewifery and Cooking Terms, and an interview with servers from Mary Mac’s Tea Room in Atlanta

Assignments:

- Unit 7 Discussion Comparing Kitchens through the lens of race, class, gender, or society
- Unit 7 Facebook Community Post interpreting a local restaurant and its food
- 20th Century Food Case Study

Unit 8 – Modern Foodways

In this final unit, we focus our attentions on modern American foodways as we revisit course themes, redefine American foodways, and discuss the most political food in the south: BBQ.

Readings:

Excerpts from *Bound to the Fire*, and *Savage Barbecue*, "Touring the Technological South at Krispy Kreme," "Food Counterculture, Southern Style," "From Collards to Maple Syrup, How Your Identity Impacts the Food You Like," and "Food, Family, and Community: A Collection of Georgia Memories"

Multi-Media:

Interview with Gullah Chef BJ Dennis via the Southern Foodways Alliance

Assignments:

- Unit 8 Discussion on redefining American foodways
- Unit 8 Facebook Community Post on the politics of BBQ
- Unit 8 Reaction Paper
- Research Paper

Mass Communications, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

**If other, please
identify.**

Program Name* Mass Communications, B.S.

Program ID* 1991

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

**College - School/
Department*** Department of Mass Communications

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

The curriculum offers a balance of theoretical and conceptual courses that

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

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

Digital Media & Telecommunication engages students in courses that build knowledge and skills in traditional electronic and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment radio, television, and digital content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms. Students gain hands-on experience early on and throughout their tenure with WUTV and The WOLF Internet Radio.

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

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

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments To correct an error from a previous catalog submission, the language for major electives is updated to reflect that a maximum of 12 credit hours of COMM 3000-4000 level courses are required in the degree program, as suggested by the Accrediting Council on Education in Journalism and Mass Communication.

Furthermore, in an effort to provide students with additional options in the major electives area, we are noting that 1000-2000 level courses or

alternative courses may be applied with the approval of the department chair.

Rationale* These modifications will correct a previous error and provide flexibility to count, when appropriate and via petition, lower-level courses for students (e.g., GFA certificate courses) or other courses when special circumstances arise.

Desired Effective Semester* Spring

Desired Effective Year* 2019

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

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

COMM 1154 Introduction to Mass Communications

COMM 1110 Public Speaking

COMM 2254 Media Ethics

[After] Foreign Language - 1000 or 2000 level 6

[After] Humanities or Social Sciences Elective 3 Note that course may satisfy prerequisite for a minor course if not required for minor.

Courses Specific for the Major: 42-45 Hours

Required Courses: 24 Hours

Convergence Journalism Concentration

COMM 3301 Writing & Reporting for Newspapers
[Before](and)
COMM 3303 Layout and Design
[Right] (or)
COMM 4403 Photojournalism
[After] (and)
COMM 3352 Fundamentals of Television Production
[Before](and)
COMM 3302 Public Affairs Reporting
[Right] (or)
COMM 4402 Feature Writing
[After] (and)
COMM 4421N Practicum-The West Georgian
[Right] (or)
COMM 4421T Practicum - WUTV
[After] (and)
COMM 4450 Broadcast News Writing and Reporting
COMM 4454 Media Law
**COMM 4484 Mass Communications Research
Methods**

Digital Media & Telecommunication Concentration

COMM 3305 Short-Form Screenwriting & Analysis
**COMM 3350 Telecommunication and Electronic
Media Industries**
[Before](and)
COMM 3351 Radio Program Production
[Right] (or)
COMM 3352 Fundamentals of Television Production
[After] (and)

COMM 3355 Media Programming and Management
[Center] (and)
COMM 4421R Practicum - The WOLF Internet Radio
[Right] (or)
COMM 4421T Practicum - WUTV
[After] (and)
COMM 4454 Media Law
COMM 4484 Mass Communications Research
Methods

One (1) of the following:

COMM 3354 Digital Social Media and Society
COMM 3357 Diversity and Mass Media
COMM 4455 Critical Issues in Mass Communications

Film & Video Production Concentration

COMM 3305 Short-Form Screenwriting & Analysis
COMM 3353 Fundamentals of Film & Video
Production
COMM 3356 Film and Culture
COMM 4452 Advanced Film and Video Production
COMM 4454 Media Law
COMM 4484 Mass Communications Research
Methods

Two (2) of the following:

COMM 4405 Sound Design
COMM 4406 Digital Cinematography & Image
Design
COMM 4407 Film & Video Post-Production

Public Relations Concentration

COMM 3301 Writing & Reporting for Newspapers
COMM 3313 Public Relations Principles
COMM 4413 Public Relations Cases

COMM 4454 Public Relations Management
COMM 4484 Mass Communications Research Methods

Electives: 18-21 Hours

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair. Complete 18 credit hours if minor = 18 credit hours Complete 21 credit hours if minor = 15 credit hours

ABED 3100 Business Communication
ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Dispute Resolution in Contemporary Organizations
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing
PHED 3640 History of Sport
PHED 3641 Psychology of Sport
PHIL 3160 Philosophy in Literature and Film
POLS 3102 Gender and Politics
POLS 3103 Media and Politics
POLS 4202 Interorganizational Behavior

PSYC 3300 Psychology of Childhood and Adolescent Development
PSYC 3730 Social Psychology
PSYC 4003 Statistics for the Social Sciences
PSYC 4090 Groups and Group Process
PSYC 4140 Psychology of Gender
PSYC 4190 Advanced Organizational Development
PSYC 4500 Explorations into Creativity
SOCI 3100 Sociology of Humor
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3943 American Class System
SOCI 4203 Women in American Society
SOCI 4323 Cultural and Racial Minorities
SOCI 4373 Visual Sociology
SOCI 4623 Art, Media, Cultural Politics
SOCI 4693 Sports, Crime, and Society
SOCI 4700 Sociology of Emotions
SOCI 4916 Gender and Work
SPMG 3661 Sociology of Sport
SPMG 3665 Communication in Sport
SPMG 4665 Sport Marketing and Promotion

Minor: 15-18 Hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254. Must complete a major declaration form. A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours. A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours. Must complete senior exit survey. Must complete requirements for a minor field.

- 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

Comments

- Is Senate Review required?***
- Yes
 - No

Program Map
Bachelor of Science in Mass Communications
Digital Media & Telecommunication

FALL 1	CREDITS	AREA
ENGL 1101	3	A-1
MATH 1001 OR 1111	3	A-2
Any Option EXCEPT COMM 1110	3	B-1
Area D-1	3	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	
Milestone:		
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		

SPRING 1	CREDITS	AREA
ENGL 1102	3	A-1
Area C-1	3	C-1
Area D-1 + Lab	4	D-1
Area E-2	3	E-2
COMM 1110	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete COMM 1110; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
Area B-2	2	B-2
Any Option EXCEPT COMM 1154	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154	3	F
SEMESTER TOTAL	14	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254	3	F
Area F	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

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

FALL 3	CREDITS
COMM 3350	3
COMM 3351 or 3352	3
Electives: *Must select COMM 3000-4000 level courses <u>or</u> courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete COMM 3350. • Complete COMM 3351 <u>or</u> 3352. 	

SPRING 3	CREDITS
COMM 3305	3
COMM 3355 <u>or</u> Course Elective	3
COMM 3354 <u>or</u> 3357 <u>or</u> 4455	3
Elective Course(s): *Must select COMM 3000-4000 level course <u>or</u> course from approved list.	3-6 ^a
Minor Course	3
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • ^a If unable to enroll in COMM 3355 in Year 3, take 6 elective course credits instead of 3 credits in Year 3, Term 2. • Complete COMM 3305. • Complete 90 credit hours by end of term, including credit hours earned previous terms. 	

FALL 4	CREDITS
COMM 4484	3
COMM 4421R <u>or</u> COMM 4421T	3
COMM 3355 <u>or</u> Elective Course(s), *Must select COMM 3000-4000 level courses <u>or</u> courses from approved list.	3-6 [‡]
Minor Course	3
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • [‡] If COMM 3355 not completed in Year 3, complete course in Year 4, Term1 with one Elective Course. If COMM 3355 completed in Year 3, complete 6 credits of elective courses. • Complete COMM 4421R <u>or</u> 4421T. 	

SPRING 4	CREDITS
COMM 4454	3
Elective Course(s) *Must select COMM 3000-4000 level course(s) from approved list; Complete 6 credit hours <u>if</u> minor requires 15 credit hours; complete 3 credit hours <u>if</u> minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours <u>if</u> minor requires 15 credit hours, complete 9 credit hours <u>if</u> minor requires 18 credit hours.	6-9
SEMESTER TOTAL	15
Milestones:	
<ul style="list-style-type: none"> • Complete a <u>maximum</u> of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives. • Complete 120 credit hours by end of term, including credit hours earned previous terms. 	

* For Mass Communications majors, 12 credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the approved non-COMM electives list. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

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

Non-COMM Electives for Mass Communications Majors

NOTE: You can register for these courses **without additional permission** if you have met the prerequisite requirements.

ART 3400	Graphic Design Survey for Non-Majors
ENGL 3200	Intermediate Creative Writing (Pre-req: ENGL 2060)
ENGL 3405	Professional and Technical Writing
ENGL 4109	Film as Literature
FILM 3200	Screenwriting (Pre-req: ENGL 1101 and ENGL 1102)
FORL 4485	Topics in National Film Traditions
FREN 3212	Topics in Francophone Cinema
GEOG 3713	Meteorology (Pre-req: GEOG 1112 and GEOG 1112L)
HIST 4464	Amer. Sports History (Pre-req: HIST 1111 or 1112) and (HIST 2111 or 2112)
PHED 3640	History of Sport
PHED 3641	Psychology of Sport
PHIL 3160	Philosophy in Literature and Film (Pre-req: ENGL 1101 and ENGL 1102)

NOTE: You will need to have completed **POLS 1101** in order to register for these options.

POLS 3102	Gender and Politics
POLS 3103	Media and Politics
POLS 4202	Interorganizational Behavior
POLS 4215	Management of Non-Profit Organizations

NOTE: You will need to have completed **PSYC 1101** in order to register for these options.

PSYC 3200	Introduction to Organizational Development
PSYC 3590	Sports Psychology
PSYC 3600	Psychology of Communication
PSYC 3730	Social Psychology
PSYC 4003	Statistics for the Social Sciences
PSYC 4090	Groups and Group Process
PSYC 4140	Psychology of Gender
PSYC 4190	Advanced Organizational Development
PSYC 4500	Explorations into Creativity

NOTE: You will need to have completed **SOCI 1101** in order to register for these options.

SOCI 3100	Sociology of Humor
SOCI 3273	Managing Cultural Differences
SOCI 3603	Sociology of Gender
SOCI 3733	Social Psychology: The Sociological Tradition
SOCI 3943	American Class System
SOCI 4203	Women in American Society
SOCI 4323	Cultural and Racial Minorities
SOCI 4373	Visual Sociology
SOCI 4623	Art, Media, Cultural Politics
SOCI 4693	Sports, Crime, and Society
SOCI 4700	Sociology of Emotions
SOCI 4916	Gender and Work

NOTE: You will need to **email Michelle Padgett (mpadgett@westga.edu)** for permission to register for these options.

SPMG 3661 Sociology of Sport
SPMG 3665 Communication in Sport
SPMG 4665 Sport Marketing and Promotion

NOTE: You will need to **complete the request form at:**

<https://www.westga.edu/academics/business/business-course-request-form.php> for permission to register for any of the Richards College of Business course options if you have met the pre-requisite requirements.

ABED 3100 Business Communication
MGNT 3600 Management (Pre-req: BUSA 2106)
MKTG 3801 Art of Selling and Personal Dynamics
MKTG 3803 Principles of Marketing

NOTE: You will need to **complete MGNT 3600 and complete the request form at:**

<https://www.westga.edu/academics/business/business-course-request-form.php> for permission to register for these options.

MGNT 3602 Business Law
MGNT 3627 Managing Cultural Difference
MGNT 4630 Dispute Resolution in Contemporary Organizations

NOTE: You will need to **complete MKTG 3803 and complete the request form at:**

<https://www.westga.edu/academics/business/business-course-request-form.php> for permission to register for these options.

ABED 4118 Web Page Design
MKTG 3809 Advertising Practices
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing

NOTE: These courses may be offered through eMajor. To register for a fully online eMajor section, **you must complete an eMajor introduction quiz at:**

<https://emajor.usg.edu/future-students/new-student-introduction-quiz/>

ENGL 3405 Professional and Technical Writing
POLS 4215 Management of Non-Profit Orgs (Pre-req: POLS 1101)

* For Mass Communications majors, 12 credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the above list. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

POLS - 3110 - Political Parties

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* POLS

Course Number* 3110

Course Title* Political Parties

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Political Science

**College - School/
Department*** Department of Political Science

Catalog Course Description* This class will investigate the history and development of American political parties. Students will learn about why parties form, how they are organized, and the roles parties play. Changes in party identification and their relation to voting are central to the class. Students will also explore how parties act as electioneering organizations and governing bodies at both the national and state levels.

Is this a General Education course?* Yes No

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

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

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester*	Fall Spring	Desired Effective Year*	2019
Frequency	1	Grading*	Undergraduate Standard Letter
Student Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> ● Identify the theories of party creation and roles in American politics. ● Understand the role of parties in the American system. ● Relate the history of American parties ● Describe the development of parties through periodic realignments. ● Analyze the impact of parties in American government. ● Understand the structural problems of party organizations ● Understand the relationship of national to state and local parties. ● Evaluate the systemic weakness and possible reforms of American parties. ● Comprehend the relationship between the party system and the society as a whole. 		
Rationale*	<p>Political Parties are a core linkage institution within a representative democracy. The study of parties as an academic area of interest dates back to V.O. Key's work in the 1930s and has brought forth a significant scholarly body of work on parties, the institutional rules that affect them, the social movements of which they are composed, and their impacts on governance, policy, and citizen engagement. Political Parties is a common course within Political Science curricula (all of UWG's SACS COC peer institutions have a Political Parties course in their curriculum). The course has been taught as a variable topics course multiple times within the department, and with consistently high enrollments the course should be part of the department's regular curriculum.</p>		
Prerequisites	POLS 1101		
Corequisites	None		
Cross-listing	None		
Restrictions	None		
May be repeated	No		
Fee*	None		
Fee Justification	N/A		
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Present or Projected Annual Enrollment*	20		
Attach syllabus*	<input checked="" type="radio"/> Syllabus has been attached - This is required		

Syllabus
POLS 3110 Political Parties



College of Social Sciences
Department of Political Science
Dr. Chapman Rackaway
Chair and Professor

1. COURSE OBJECTIVES

Upon completion of this course, students will:

- Identify the theories of party creation and roles in American politics.
- Understand the role of parties in the American system.
- Relate the history of American parties
- Describe the development of parties through periodic realignments.
- Analyze the impact of parties in American government.
- Understand the structural problems of party organizations
- Understand the relationship of national to state and local parties.
- Evaluate the systemic weakness and possible reforms of American parties.
- Comprehend the relationship between the party system and the society as a whole.

2. COURSE DESCRIPTION

Catalog description

This class will investigate the history and development of American political parties. Students will learn about why parties form, how they are organized, and the roles parties play. Changes in party identification and their relation to voting are central to the class. Students will also explore how parties act as electioneering organizations and governing bodies at both the national and state levels.

UNIVERSITY POLICIES

Common Language for course syllabi:

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

3. TEXTBOOK AND COURSE MATERIALS

Required Textbooks

- White and Kerbel (W&K), *Party On!* 9780199946105 Oxford University Press
- Lowi and Romance (L&R), *A Republic of Parties.* 9780847686094 Rowman & Littlefield

- Reichley, *The Life of the Parties*. 9780742508880 Rowman & Littlefield

Technology Requirement

- Macintosh or PC
- Required software: Office Suite (word processing, spreadsheet, presentation software), Web browser, Adobe Acrobat Reader

4. COURSE INFORMATION

- 1.1. Credit Hours **3**
- 1.2. Semester and Year **XXX**
- 1.3. Course Prerequisites **POLS 1101 or PSC 101**
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be entirely delivered in person. The course will be a combination of instructor-led and group-led discussion. It is imperative that every student complete their readings prior to each class meeting.

Instructional Approach

I believe as an instructor I am a guide to facilitate your learning as a student. I do not lecture in classes – instead, I will begin with questions. Your readings will help inform the conversation we have in class.

Course Structure

There are eight modules for this course's materials. I have divided them into a logical progression to cover the development of modern parties and then to dissect and analyze their component parts.

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.

A sample table showing learning modules (preferred by week), topics, reading, assignments, or quizzes and due dates is provided below as a reference.

Module # & Range of Dates for Module	Topics	Reading	Assignments/ Quizzes	Due Date
Day 1	Overview and Introduction	Syllabus		
Module 1 Weeks 1, 2	Emergence and Foundations of Parties	W&K 1, L&R II: 1 & 2, Reichley 1, 2		
Module 2 Weeks 3, 4, 5	History and Development of Parties	W&K 2, L&R II: 3 & 4, Reichley 3-7	EXAM ONE	TBD
Module 3 Weeks 6, 7	Party Organizations	W&K 3, Reichley 8-10		
Module 4 Weeks 8, 9	Party in the Electorate	W&K 5, Reichley 12-14		
Module 5 Weeks 10, 11	Party in Government	W&K 8, Reichley 15-17	EXAM TWO	TBD
Module 6 Weeks 11, 12	Party Campaigning	W&K 4, 6, 7; Reichley 18, 19	Paper Rough Draft	
Module 7 Weeks 13, 14	Minor Parties	W&K 9, L&R I: 1	Peer Review	
Module 8 Weeks 15, 16	The Future of Parties	W&K Conclusion, L&R I: 2; Reichley 20, 21	Final Paper Draft;	
FINAL EXAM				TBD

7. ASSESSMENT METHODS AND GRADING SCALE

- 1) Participation. Students are expected to attend every single class and participate. Starting with the class' second week, each student will have one or two assignments to lead the class with each week. I will assign the topic and readings to each group at the end of class and will expect every member of the group to participate in leading the class through their assignment. The assignments can include summaries of the readings or supplemental research that will require the group members to find other resources. Course participation is worth 100 points.
- 2) Exams. I will give you three short answer / essay exams during the course of the semester on each section of the course. The exams are non-comprehensive and worth 100 points each. Dates are listed in the course schedule in this syllabus.
- 3) Course Paper. Students will prepare a brief paper. Each student should develop an idea to study and write the assignment as the foundation for a full work of original research. Please use me as a resource for sounding out ideas and way to set up your research design. Once you develop an idea, you must be sure that nobody else has done the research you envision, and then use existing political science research as a backbone for your design. Scientific research is based

on building off existing work to make a coherent body of knowledge. After you develop the idea and support your points with the literature, you must tell me what kind of data you will use and how you intend to analyze that data. Finally, you must present analysis of the data and draw conclusions. The paper should be *at least six pages*. This paper will be worth one hundred points. Students will be expected to submit a **rough draft to a classmate for peer review on XX/XX**. The reviewer will return the draft with comments by XX/XX. **The final draft of the paper is due to me in class on XX/XX.**

Note: I reserve the right to add other assignments or remove existing ones as I see fit.

WEIGHTING SCALE:

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Participation	100 points
Rough Draft and Peer Review	100 points
Course Paper	100 points
Total	600 points

GRADING SCALE

541 – 600 = A	(90 – 100%)
481 – 540 = B	(80 – 89%)
421 – 480 = C	(70 – 79%)
361 – 420 = D	(60 – 69%)
360 and below = U	(59% or less)

8. COURSE POLICIES

Class Attendance

The student is responsible for attending all classes on time, beginning with the first day of classes. If the student’s participation in organized university activities should require missing a class or classes, it is the student’s responsibility to notify instructors in advance and arrange to make up missed work. Make-ups will only be allowed for absences with advance notification. If the student misses classes due to illness, the student should seek treatment at the Student Health Center in order to facilitate early return to class. If the student is hospitalized, ill at their parental home, or has extenuating circumstances, the student should report this to the Student Health Center. A death in the immediate family should be reported to the Office of Student Affairs. It is the student’s responsibility to see instructors and arrange to make up all missed work.

In advance of any off-campus, officially approved group activity (athletics, music, conferences, etc.), the group’s sponsor must place on file a list of participating students in

the office of each dean (arts and sciences, business and leadership, education, and health and life sciences). Lists should be alphabetized for easy reference. In special individual cases or situations, certain offices (Student Health, Registrar, Student Affairs, etc.) may inform instructors of extenuating circumstances, but these are not excuses. The student is still held responsible for the work missed during the absence.

Class Participation

Students must conduct themselves so other students are not distracted from the pursuit of learning. Discourteous or unseemly behavior will not be tolerated. Faculty members, staff and other students are to be treated with courtesy and respect. If unacceptable behavior occurs, the student may be asked to leave the classroom and may be subject to disciplinary action up to and including being dropped from the class with a grade of "U." Since this is a discussion-based class and we will discuss some sensitive topics, your courtesy and respectful disagreement with others is absolutely necessary. I will tolerate no personal attacks during discussion whatsoever.

Assignment Due Date

Assignment due dates are set prior to the semester, listed in this syllabus, and in the course calendar.

Procedures for Assignment Submission

All materials will be submitted via CourseDen unless I note otherwise. I DO NOT accept attachments via e-mail for grades. No document submitted to me via e-mail will be graded.

Test Make-ups

I do not provide make-ups except for a) previously excused university-sponsored events, and b) illnesses for which you have notified the instructor ahead of time. Unless one of those two criteria have been satisfied, I provide no allowance for exam retakes, late submissions of quizzes, discussion posts, or assignments.

Bonus Points

I do not provide extra credit / bonus point opportunities.

Physical Education, B.S.Ed.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

If other, please identify. all students must make a grade of C or better in their professional content courses (all courses on the right hand side of the program sheet).

Program Name* Physical Education, B.S.Ed.

Program ID* 1907

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

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

Program Description* The Bachelor of Science in Education (B.S.Ed.) with a major in Physical Education prepares candidates for initial teacher certification in the field of health and physical education at the elementary, middle, and high school levels. Our emphasis on content and skill development across a range of sports and activities ensures that candidates have the knowledge, skills, and dispositions to help their P-12 students learn and develop physically active and healthy lifestyles.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments The curriculum for the Health and Physical Education program is being changed to better align with industry trends and state/national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport. Realigning our program to the GaPSC Health and Physical Education program standards and the SHAPE America national standards, along with Interstate Teacher Assessment and Support Consortium (InTASC) Standards, strengthens our program and, in turn, makes our graduates more marketable in the field. Several courses were added to the program to meet both the state and national standards.

Rationale* The curriculum for the Health and Physical Education program is being updated to align with the InTASC teaching standards, GaPSC Health and Physical Education program state standards, and SHAPE America national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours (a)

PHED 2602 Introduction to Teaching Health and Physical Education
PHED 2628 First Aid and CPR for Education Majors
EDUC 2110 Investigating Critical and Contemporary Issues in Education
[Right] (b)
EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts
[Right] (b)
EDUC 2130 Exploring Learning and Teaching
[Right] (b)

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (Any one hour activity course) 1

Professional Courses Required for the Degree: 64 Hours (c)

Foundations Block (Fall Junior Year): 16 Hours

PHED 3500 Educational Games, Gymnastics, and Dance
PHED 3501 Skills and Strategies in Strength and Conditioning
PHED 3670 Instructional Strategies of Health and Physical Education
CEPD 4101 Educational Psychology

Elementary Block (Spring Junior Year): 16 Hours

PHED 3503 Skills and Strategies in Net and Wall Games

PHED 3671 Physical Education in Elementary Schools

PHED 4630 Foundations and Principles of Coaching

PHED 4603 Advanced Concepts of Personal Training

SPED 3715 The Inclusive Classroom: Differentiating Instruction

Summer Senior Year: 3 Hours

PHED 3401 Integrating Technology into Health and Physical Education

Secondary Block (Fall Senior Year): 17 Hours

PHED 3502 Skills and Strategies in Target and Outdoor Activities

PHED 3504 Skills and Strategies in Invasion Games

PHED 3710 Assessing Performance in Health and Physical Education

PHED 3675 Physical Education in Middle and Secondary Schools

PHED 4502 School Health Education

Internship Block (Spring Senior Year): 12 Hours

PHED 4686 Teaching Internship

PHED 4689 Teaching Internship Seminar

Total: 127 Hours

(a) Grade of "C" or better required (b) 2.5 GPA required (c) Requires admission to Teacher Education and a grade of "C" or better

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

Comments

Is Senate Review required?*

- Yes
- No

CURRENT

Advising Sheet for the B.S. in Education Program in Physical Education.

**BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION
PHYSICAL EDUCATION MAJOR**

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	9			Foundations Block (Fall Junior Year)	16		
1. ENGL 1101	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. ENGL 1102	3			PHED 3501 Skills & Strategies in Strength/Cond	2		
3. MATH 1111 (Recommended)	3			PHED 3625 Motor Behavior	3		
B. Institutional Priorities	4-5			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4500 Personal & Community Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
C. Humanities/Arts	6			Elementary Block (Spring Junior Year)	16		
1. XIDS 2100 (Recommended)	3			PHED 3503 Skills & Strategies Net/Wall Games	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	4		
D. Science, Math, Technology	10-11			PHED 4630 Foundations & Principles of Coaching	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Advanced Concepts of Personal Training	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
E. Social Sciences	12			Summer Senior Year	3		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE ±	3		
2. HIST 2111 or 2112	3			Secondary Block (Fall Senior Year)	17		
3. POLS 1101	3			PHED 3502 Skills & Strategies Target/Out Activities	2		
4. Elective course in E.	3			PHED 3504 Skills & Strategies Invasion Games	2		
F. Program Related Courses	18			PHED 3710 Assessing Performance in Health/PE	3		
1. *PHED 2602 Intro Teach Health/PE	2			PHED 3675 Physical Educ. in Middle/Sec Schools	4		
2. *PHED 2603 Anatomy/Physiology I	3			PHED 4502 School Health Education	3		
3. *PHED 2604 Anatomy/Physiology II	3			PHED 4605 Applied Biomechanics	3		
4. *PHED 2628 First Aid/CPR	1			Internship Block (Spring Senior Year)	12		
5. ^*EDUC 2110 Investigating Critical & Contemporary Issues in Education	3			PHED 4686 Teaching Internship	9		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3						
Physical Education Requirement	3			Total Prof Education	64		
1. PWLA 1600 Personal Wellness	2			Total Core	60		
2. PWLA PE Activity Course	1			Total Program	124		

** Requires Admission to Teacher Education and Grade of C or better in each course

* Grade of C or better required

^ 2.5 GPA required

±Requires basic computer proficiency by completing MEDT 2401 or equivalent

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Semester Course Schedule for the Certification Program in Physical Education

Bachelor of Science

Department of Leadership and Instruction

PHYSICAL EDUCATION CURRICULUM

Schedule of Courses

Fall Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

PHED 2603 Human Anatomy/Physiology I (3)

PHED 2628 First Aid & CPR (1)

PHED 2602 Introduction to Teaching Health/PE (2)

Up to 15

Spring Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

PHED 2604 Human Anatomy/Physiology II (3)

PHED 2628 First Aid & CPR (1)

Up to 13

Foundation Block (Fall Junior Year)

PHED 3500 Educ. Games, Gymnastics, Dance (2)

PHED 3501 Skills & Strategies in Strength/Cond. (2)

PHED 3625 Motor Behavior (3)

PHED 3670 Instructional Strategies of Health/PE (3)

PHED 4500 Personal & Community Health Issues (3)

CEPD 4101 Educational Psychology (3)

16

Elementary Block (Spring Junior Year)

PHED 3503 Skills & Strategies Net/
Wall Games (2)

PHED 3671 Physical Educ. In Elem Schools (4)

PHED 4630 Foundations & Principles
Of Coaching (3)

PHED 4603 Advanced Concepts of
Personal Training (3)

PHED 3720 Adapted Physical Educ. Field Exp (1)

SPED 3715 Inclusive Classroom (3)

16

Summer Senior Year

PHED 3401 Integrating Tech Into Health/PE (3)

Secondary Block (Fall Senior Year)

PHED 3502 Skills & Strategies Target/Out Activities (2)

PHED 3504 Skills & Strategies Invasion Games (2)

PHED 3710 Assessing Performance in Health/PE (3)

PHED 3675 Physical Educ. in Middle/Sec Schools (4)

PHED 4502 School Health Education (3)

PHED 4605 Applied Biomechanics (3)

17

Internship Block (Spring Senior Year)

PHED 4686 Teaching Internship (9)

PHED 4689 Teaching Internship Seminar (3)

12

PROPOSED

Advising Sheet for the B.S. in Education Program in Physical Education.

**BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION
PHYSICAL EDUCATION MAJOR**

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	9			Foundations Block (Fall Junior Year)	16		
1. ENGL 1101	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. ENGL 1102	3			PHED 3501 Skills & Strategies in Strength/Cond	2		
3. MATH 1111 (Recommended)	3			PHED 3725 Human Movement Studies	3		
B. Institutional Priorities	4-5			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
C. Humanities/Arts	6			Elementary Block (Spring Junior Year)	16		
1. XIDS 2100 (Recommended)	3			PHED 3503 Skills & Strategies Net/Wall Games	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	4		
D. Science, Math, Technology	10-11			PHED 4630 Foundations & Principles of Coaching	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Advanced Concepts of Personal Training	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
E. Social Sciences	12			Summer Senior Year	3		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE	3		
2. HIST 2111 or 2112	3			Secondary Block (Fall Senior Year)	17		
3. POLS 1101	3			PHED 3502 Skills & Strategies Target/Out Activities	2		
4. Elective course in E.	3			PHED 3504 Skills & Strategies Invasion Games	2		
F. Program Related Courses	18			PHED 3710 Assessing Performance in Health/PE	3		
1. * PHED 2100 Intro to Sports, Coaching, Fitness, and Recreation	3			PHED 3675 Physical Educ. in Middle/Sec Schools	4		
2. * PHED 2602 Intro Teach Health/PE	2			PHED 4502 School Health Education	3		
3. *PHED 2605 Functional Anatomy	3			PHED 3730 Current Issues in Health/PE	3		
4. *PHED 2628 First Aid/CPR	1			Internship Block (Spring Senior Year)	12		
5. ^*EDUC 2110 Investigating Critical & Contemporary Issues in Education	3			PHED 4686 Teaching Internship	9		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3						
Physical Education Requirement	3			Total Prof Education	64		
1. PWLA 1600 Personal Wellness	2			Total Core	60		
2. PWLA PE Activity Course	1			Total Program	124		

** Requires Admission to Teacher Education and Grade of C or better in each course

* Grade of C or better required

^ 2.5 GPA required

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Semester Course Schedule for the Certification Program in Physical Education

Bachelor of Science in Education

Department of Sport Management, Wellness, and Physical Education

PHYSICAL EDUCATION CURRICULUM

Schedule of Courses

Fall Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

**PHED 2100 Intro to Sports, Coaching, Fitness,
and Recreation (3)**

PHED 2628 First Aid & CPR (1)

PHED 2602 Introduction to Teaching Health/PE (2)

Up to 15

Foundation Block (Fall Junior Year)

PHED 3500 Educ. Games, Gymnastics, Dance (2)

PHED 3501 Skills & Strategies in Strength/Cond. (2)

PHED 3725 Human Movement Studies (3)

PHED 3670 Instructional Strategies of Health/PE (3)

PHED 4501 Contemporary Health Issues (3)

CEPD 4101 Educational Psychology (3)

16

Summer Senior Year

PHED 3401 Integrating Tech Into Health/PE (3)

Secondary Block (Fall Senior Year)

PHED 3502 Skills & Strategies Target/Out Activities (2)

PHED 3504 Skills & Strategies Invasion Games (2)

PHED 3710 Assessing Performance in Health/PE (3)

PHED 3675 Physical Educ. in Middle/Sec Schools (4)

PHED 4502 School Health Education (3)

PHED 3730 Current Issues in Health and Phys. Ed. (3)

Spring Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

PHED 2605 Functional Anatomy (3)

PHED 2628 First Aid & CPR (1)

Up to 13

Elementary Block (Spring Junior Year)

PHED 3503 Skills & Strategies Net/
Wall Games (2)

PHED 3671 Physical Educ. In Elem Schools (4)

PHED 4630 Foundations & Principles
Of Coaching (3)

PHED 4603 Advanced Concepts of
Personal Training (3)

PHED 3720 Adapted Physical Educ. Field Exp (1)

SPED 3715 Inclusive Classroom (3)

16

Internship Block (Spring Senior Year)

PHED 4686 Teaching Internship (9)

PHED 4689 Teaching Internship Seminar (3)

12

Effective Spring 19

Modification Details for PHED changes:

The curriculum for the Health and Physical Education program is being changed to better align with industry trends and state/national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport. Realigning our program to the GaPSC Health and Physical Education program standards and the SHAPE America national standards, along with Interstate Teacher Assessment and Support Consortium (InTASC) Standards, strengthens our program and, in turn, makes our graduates more marketable in the field. Several courses were added to the program to meet both the state and national standards. The courses are as follows:

PHED 2100 - Intro to Sports, Coaching, Fitness, and Recreation

PHED 2605 - Functional Anatomy & Physiology

PHED 3730 - Current Issues in Health and Physical Education

PHED 3725 – Human Movement Studies

PHED 4501 – Contemporary Health Issues (This is an existing course, but new for this program)

In adding four new courses, we have had to remove and/or integrate content from existing courses in order to meet standards and program requirements (InTASC, CAEP, GaPSC & SHAPE America). The courses that have been removed and/or integrated throughout the new curriculum are as follows:

PHED 2603 Anatomy & Physiology I

PHED 2604 Anatomy & Physiology II

PHED 3625 Motor Behavior

PHED 4500 Personal & Community Health Issues

PHED 4605 Applied Biomechanics

The table below provides information on how the content from the old courses will be redelivered:

Old Courses	New Courses
PHED 2603	PHED 2605
PHED 2604	PHED 3725

PHED 3625	PHED 4501
PHED 4605	PHED 2100
PHED 4500	PHED 3730

By faculty re-examining current content, we were able to provide two new courses that better serve our students. Specifically, PHED 2100 helps the faculty deliver content aligned with SHAPE Standard 2 (Skill and Fitness Based Competence). PHED 3730 allows faculty to address current issues in the field of health and physical education (ex. K-12 role in public health, physical activity v. physical education, and comprehensive school physical activity programs, etc.)

Rationale:

The curriculum for the Health and Physical Education program is being updated to align with the InTASC teaching standards, GaPSC Health and Physical Education program state standards, and SHAPE America national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

Physical Education, B.S.Ed.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

If other, please identify. all students must make a grade of C or better in their professional content courses (all courses on the right hand side of the program sheet).

Program Name* Physical Education, B.S.Ed.

Program ID* 1907

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science in Education

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

Program Description* The Bachelor of Science in Education (B.S.Ed.) with a major in Physical Education prepares candidates for initial teacher certification in the field of health and physical education at the elementary, middle, and high school levels. Our emphasis on content and skill development across a range of sports and activities ensures that candidates have the knowledge, skills, and dispositions to help their P-12 students learn and develop physically active and healthy lifestyles.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments The curriculum for the Health and Physical Education program is being changed to better align with industry trends and state/national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport. Realigning our program to the GaPSC Health and Physical Education program standards and the SHAPE America national standards, along with Interstate Teacher Assessment and Support Consortium (InTASC) Standards, strengthens our program and, in turn, makes our graduates more marketable in the field. Several courses were added to the program to meet both the state and national standards.

Rationale* The curriculum for the Health and Physical Education program is being updated to align with the InTASC teaching standards, GaPSC Health and Physical Education program state standards, and SHAPE America national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours (a)

PHED 2602 Introduction to Teaching Health and Physical Education
PHED 2628 First Aid and CPR for Education Majors
EDUC 2110 Investigating Critical and Contemporary Issues in Education
[Right] (b)
EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts
[Right] (b)
EDUC 2130 Exploring Learning and Teaching
[Right] (b)

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (Any one hour activity course) 1

Professional Courses Required for the Degree: 64 Hours (c)

Foundations Block (Fall Junior Year): 16 Hours

PHED 3500 Educational Games, Gymnastics, and Dance
PHED 3501 Skills and Strategies in Strength and Conditioning
PHED 3670 Instructional Strategies of Health and Physical Education
CEPD 4101 Educational Psychology

Elementary Block (Spring Junior Year): 16 Hours

PHED 3503 Skills and Strategies in Net and Wall Games

PHED 3671 Physical Education in Elementary Schools

PHED 4630 Foundations and Principles of Coaching

PHED 4603 Advanced Concepts of Personal Training

SPED 3715 The Inclusive Classroom: Differentiating Instruction

Summer Senior Year: 3 Hours

PHED 3401 Integrating Technology into Health and Physical Education

Secondary Block (Fall Senior Year): 17 Hours

PHED 3502 Skills and Strategies in Target and Outdoor Activities

PHED 3504 Skills and Strategies in Invasion Games

PHED 3710 Assessing Performance in Health and Physical Education

PHED 3675 Physical Education in Middle and Secondary Schools

PHED 4502 School Health Education

Internship Block (Spring Senior Year): 12 Hours

PHED 4686 Teaching Internship

PHED 4689 Teaching Internship Seminar

Total: 127 Hours

(a) Grade of "C" or better required (b) 2.5 GPA required (c) Requires admission to Teacher Education and a grade of "C" or better

- 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

Comments

- Is Senate Review required?***
- Yes
 - No

CURRENT

Advising Sheet for the B.S. in Education Program in Physical Education.

**BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION
PHYSICAL EDUCATION MAJOR**

Name: _____ Student ID: _____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
A. Essential Skills	9			Foundations Block (Fall Junior Year)	16		
1. ENGL 1101	3			PHED 3500 Educ. Games, Gymnastics, Dance	2		
2. ENGL 1102	3			PHED 3501 Skills & Strategies in Strength/Cond	2		
3. MATH 1111 (Recommended)	3			PHED 3625 Motor Behavior	3		
B. Institutional Priorities	4-5			PHED 3670 Instructional Strategies of Health/PE	3		
1. COMM 1110 (Recommended)	3			PHED 4500 Personal & Community Health Issues	3		
2. Elective course in B.	1-2			CEPD 4101 Educational Psychology	3		
C. Humanities/Arts	6			Elementary Block (Spring Junior Year)	16		
1. XIDS 2100 (Recommended)	3			PHED 3503 Skills & Strategies Net/Wall Games	2		
2. Elective course in C.	3			PHED 3671 Physical Education in Elem Schools	4		
D. Science, Math, Technology	10-11			PHED 4630 Foundations & Principles of Coaching	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 4603 Advanced Concepts of Personal Training	3		
2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
E. Social Sciences	12			Summer Senior Year	3		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE ±	3		
2. HIST 2111 or 2112	3			Secondary Block (Fall Senior Year)	17		
3. POLS 1101	3			PHED 3502 Skills & Strategies Target/Out Activities	2		
4. Elective course in E.	3			PHED 3504 Skills & Strategies Invasion Games	2		
F. Program Related Courses	18			PHED 3710 Assessing Performance in Health/PE	3		
1. *PHED 2602 Intro Teach Health/PE	2			PHED 3675 Physical Educ. in Middle/Sec Schools	4		
2. *PHED 2603 Anatomy/Physiology I	3			PHED 4502 School Health Education	3		
3. *PHED 2604 Anatomy/Physiology II	3			PHED 4605 Applied Biomechanics	3		
4. *PHED 2628 First Aid/CPR	1			Internship Block (Spring Senior Year)	12		
5. ^*EDUC 2110 Investigating Critical & Contemporary Issues in Education	3			PHED 4686 Teaching Internship	9		
6. ^*EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4689 Teaching Internship Seminar	3		
7. ^*EDUC 2130 Exploring Teaching & Learning	3						
Physical Education Requirement	3			Total Prof Education	64		
1. PWLA 1600 Personal Wellness	2			Total Core	60		
2. PWLA PE Activity Course	1			Total Program	124		

** Requires Admission to Teacher Education and Grade of C or better in each course

* Grade of C or better required

^ 2.5 GPA required

±Requires basic computer proficiency by completing MEDT 2401 or equivalent

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Semester Course Schedule for the Certification Program in Physical Education

Bachelor of Science

Department of Leadership and Instruction

PHYSICAL EDUCATION CURRICULUM

Schedule of Courses

Fall Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

PHED 2603 Human Anatomy/Physiology I (3)

PHED 2628 First Aid & CPR (1)

PHED 2602 Introduction to Teaching Health/PE (2)

Up to 15

Foundation Block (Fall Junior Year)

PHED 3500 Educ. Games, Gymnastics, Dance (2)

PHED 3501 Skills & Strategies in Strength/Cond. (2)

PHED 3625 Motor Behavior (3)

PHED 3670 Instructional Strategies of Health/PE (3)

PHED 4500 Personal & Community Health Issues (3)

CEPD 4101 Educational Psychology (3)

16

Summer Senior Year

PHED 3401 Integrating Tech Into Health/PE (3)

Secondary Block (Fall Senior Year)

PHED 3502 Skills & Strategies Target/Out Activities (2)

PHED 3504 Skills & Strategies Invasion Games (2)

PHED 3710 Assessing Performance in Health/PE (3)

PHED 3675 Physical Educ. in Middle/Sec Schools (4)

PHED 4502 School Health Education (3)

PHED 4605 Applied Biomechanics (3)

17

Spring Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

EDUC 2130 Exploring Teaching & Learning (3)

PHED 2604 Human Anatomy/Physiology II (3)

PHED 2628 First Aid & CPR (1)

Up to 13

Elementary Block (Spring Junior Year)

PHED 3503 Skills & Strategies Net/
Wall Games (2)

PHED 3671 Physical Educ. In Elem Schools (4)

PHED 4630 Foundations & Principles
Of Coaching (3)

PHED 4603 Advanced Concepts of
Personal Training (3)

PHED 3720 Adapted Physical Educ. Field Exp (1)

SPED 3715 Inclusive Classroom (3)

16

Internship Block (Spring Senior Year)

PHED 4686 Teaching Internship (9)

PHED 4689 Teaching Internship Seminar (3)

12

PROPOSED

Advising Sheet for the B.S. in Education Program in Physical Education.

**BACHELOR OF SCIENCE IN EDUCATION
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION
PHYSICAL EDUCATION MAJOR**

Name: _____ Student ID: _____

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1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
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D. Science, Math, Technology	10-11			PHED 4630 Foundations & Principles of Coaching	3		
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2. Elective course in D.	3			PHED 3720 Adapted Phys. Education Field Exp.	1		
3. Elective course in D.	3			SPED 3715 Inclusive Classroom	3		
E. Social Sciences	12			Summer Senior Year	3		
1. HIST 1111 or 1112	3			PHED 3401 Integrating Tech Into Health/PE	3		
2. HIST 2111 or 2112	3			Secondary Block (Fall Senior Year)	17		
3. POLS 1101	3			PHED 3502 Skills & Strategies Target/Out Activities	2		
4. Elective course in E.	3			PHED 3504 Skills & Strategies Invasion Games	2		
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1. * PHED 2100 Intro to Sports, Coaching, Fitness, and Recreation	3			PHED 3675 Physical Educ. in Middle/Sec Schools	4		
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3. *PHED 2605 Functional Anatomy	3			PHED 3730 Current Issues in Health/PE	3		
4. *PHED 2628 First Aid/CPR	1			Internship Block (Spring Senior Year)	12		
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** Requires Admission to Teacher Education and Grade of C or better in each course

* Grade of C or better required

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Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Semester Course Schedule for the Certification Program in Physical Education

Bachelor of Science in Education

Department of Sport Management, Wellness, and Physical Education

PHYSICAL EDUCATION CURRICULUM

Schedule of Courses

Fall Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
On Diversity (3)

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and Recreation (3)

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Up to 15

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PHED 4501 Contemporary Health Issues (3)

CEPD 4101 Educational Psychology (3)

16

Summer Senior Year

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PHED 3502 Skills & Strategies Target/Out Activities (2)

PHED 3504 Skills & Strategies Invasion Games (2)

PHED 3710 Assessing Performance in Health/PE (3)

PHED 3675 Physical Educ. in Middle/Sec Schools (4)

PHED 4502 School Health Education (3)

PHED 3730 Current Issues in Health and Phys. Ed. (3)

Spring Sophomore Year

EDUC 2110 Investigating Critical and Cont. Issues
In Education (3)

EDUC 2120 Exploring Socio/Cultural Perspectives
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Up to 13

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Of Coaching (3)

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Internship Block (Spring Senior Year)

PHED 4686 Teaching Internship (9)

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Effective Spring 19

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PHED 2604 Anatomy & Physiology II

PHED 3625 Motor Behavior

PHED 4500 Personal & Community Health Issues

PHED 4605 Applied Biomechanics

The table below provides information on how the content from the old courses will be redelivered:

Old Courses	New Courses
PHED 2603	PHED 2605
PHED 2604	PHED 3725

PHED 3625	PHED 4501
PHED 4605	PHED 2100
PHED 4500	PHED 3730

By faculty re-examining current content, we were able to provide two new courses that better serve our students. Specifically, PHED 2100 helps the faculty deliver content aligned with SHAPE Standard 2 (Skill and Fitness Based Competence). PHED 3730 allows faculty to address current issues in the field of health and physical education (ex. K-12 role in public health, physical activity v. physical education, and comprehensive school physical activity programs, etc.)

Rationale:

The curriculum for the Health and Physical Education program is being updated to align with the InTASC teaching standards, GaPSC Health and Physical Education program state standards, and SHAPE America national standards. SHAPE America (formerly AAHPERD) was formed to realize the mission advancing professional practice and promoting research related to health and physical education, physical activity, dance and sport.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.



PHED - 2100 - Intro to Sports, Coaching, Fitness, and Recreation

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* PHED **Course Number*** 2100

Course Title* Intro to Sports, Coaching, Fitness, and Recreation

Long Course Title Introduction to Sports, Coaching, Fitness, and Recreation

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Physical Education

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

Catalog Course Description* The sports, coaching, fitness, and recreational fields of study continue providing numerous personal and career opportunities for individuals interested in physical activity, health, and sport-related work. This course provides a historical, philosophical, and practical approach to sport in modern society. The course includes various movement opportunities exploring team and individual sports, outdoor recreation, and other physical activities. Participants will gain hands-on experience working with a variety of different sports-related equipment, strategies, and learning opportunities. In addition, participants will develop skills and strategies for engaging in physical activity opportunities with others, potentially leading to increased levels of character development, and emotional and social learning and growth.

Is this a General Education course?* Yes No

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

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. Develop skills and strategies seeking competent movement performance in a variety of team sports and activities, individual sports and activities, fitness-related pursuits, and outdoor education and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1)

2. Identify and describe motor development and biomechanical principles associated with a variety of team sports and activities, individual sports and activities, fitness-related pursuits, and outdoor education and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1, 2)

3. Compare and contrast rules, techniques, safety precautions, and etiquette among a variety of physical activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2, 6; SHAPE BTS 1; INTASC 1)

4. Identify and perform emotional and social development and learning activities that can build character, community, and personal growth among a diverse group of individuals.
(Anderson & Glover, 2017) (Standards: GaPSC 1, 2; SHAPE BTS 6; INTASC 6)

5. Describe and develop the characteristics, professional dispositions, and related qualities that exemplify a true sportsperson.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2, 6; SHAPE BTS 6; INTASC 9)

6. Identify and categorize common injuries, and recognize basic treatment options associated with team, individual, fitness, outdoor, and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1)

Rationale* This course will be an introductory course required for both Physical Education Majors and Coaching Minors. The objectives of this course meet PSC standards and align to best practice in the fields of physical education, physical activity, and coaching.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

PHED 2100 01: Intro to Sports, Coaching Fitness, and Recreation

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

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[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (SHAPE America, InTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

The sports, coaching, fitness, and recreational fields of study continue providing numerous personal and career opportunities for individuals interested in physical activity, health, and sport-related work. This course provides a historical, philosophical, and practical approach to sport in modern society. The course includes various movement opportunities exploring team and individual sports, outdoor recreation, and other physical activities. Participants will gain hands-on experience working with a variety of different sports-related equipment, strategies, and learning opportunities. In addition, participants will develop skills and strategies for engaging in physical activity opportunities with others, potentially leading to increased levels of character development, and emotional and social learning and growth.

Credit Hours: 3.0

Prerequisites: None. This course is in Area F.

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) None

Suggested Text(s)

Required Instructional Resources

Approaches to Instruction

This class will consist of a variety of pedagogical methods of instruction, including but not limited to, teacher-directed instruction, cooperative learning in small and large group discussions, and physical activity indoors on the gymnasium floor, in fitness labs, and outside on grass and other playing surfaces. Learning observations in various settings may also be employed.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Develop skills and strategies seeking competent movement performance in a variety of team sports and activities, individual sports and activities, fitness-related pursuits, and outdoor education and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1)

2. Identify and describe motor development and biomechanical principles associated with a variety of team sports and activities, individual sports and activities, fitness-related pursuits, and outdoor education and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1, 2)
3. Compare and contrast rules, techniques, safety precautions, and etiquette among a variety of physical activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2, 6; SHAPE BTS 1; INTASC 1)
4. Identify and perform emotional and social development and learning activities that can build character, community, and personal growth among a diverse group of individuals.
(Anderson & Glover, 2017) (Standards: GaPSC 1, 2; SHAPE BTS 6; INTASC 6)
5. Describe and develop the characteristics, professional dispositions, and related qualities that exemplify a true sportsperson.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2, 6; SHAPE BTS 6; INTASC 9)
6. Identify and categorize common injuries, and recognize basic treatment options associated with team, individual, fitness, outdoor, and recreational activities.
(Mood, Musker, Rink, 2007) (Standards: GaPSC 1, 2; SHAPE BTS 1; INTASC 1)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

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PHED - 2605 - Functional Anatomy

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* PHED

Course Number* 2605

Course Title* Functional Anatomy

Long Course Title Functional Anatomy

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Physical Education

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

**Catalog Course
Description*** This course focuses on the structure and function of the major body systems, with an emphasis on the musculoskeletal and cardiorespiratory systems. This course analyzes these systems and their role in human movement and physical activity.

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

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


**Is this a School of
Nursing course?*** Yes No

**Is this a College
of Education
course?*** Yes No

**Desired Effective
Semester***

**Desired Effective
Year***

	Spring	2019
Frequency	2	Grading* Undergraduate Standard Letter
Student Learning Outcomes	<p>At the conclusion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the descriptive and directional anatomical terms and planes of reference. (Hall, 2007; Enoka, 2002; Marieab, 2003; Thibodeau, & Patton, 2006) (InTASC 1,4; SHAPE 2) 2. list the structure and function of the components of the musculoskeletal system describe their synergistic relationship (Marieab, 2003; Enoka, 2002; Brooks, & Fahey, 1984) (InTASC 1,4; SHAPE 2) 3. describe the general characteristics of blood and the organs of the cardiovascular and respiratory systems and discuss their functions. (McArdle, Katch, & Katch, 2007) (InTASC 1,4; SHAPE 2) 4. explain the structure and function of body systems and their role in movement and physical activity. (InTASC 1,4; SHAPE 2) 5. describe the changes to body systems due to growth and development (InTASC 1,4; SHAPE 2) 	
Rationale*	This course is a required for both CMWL and PHED majors. It is aligned to state and national standards for both CMWL and PHED programs.	
Prerequisites		
Corequisites		
Cross-listing		
Restrictions		
May be repeated		
Fee*	none	
Fee Justification		
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement	
Present or Projected Annual Enrollment*	60	

Attach syllabus*  Syllabus has been attached - This is required

PHED 2605: Functional Anatomy

Semester/Year

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (*SHAPE AMERICA*, *NWI*, *InTASC*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course focuses on the structure and function of the major body systems, with an emphasis on the musculoskeletal and cardiorespiratory systems. This course analyzes these systems and their role in human movement and physical activity.

Credit Hours: 3.0

Prerequisites: None

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) McCain, S., & Wise, E. (2014). *Kaplan Anatomy Coloring Book* (5th ed.). New York, NY: Kaplan Publishing.

ISBN-13: 978-1-5062-0852-7

Primal Pictures. (2017). Anatomy.tv: Anatomy & Physiology. Retrieved from https://www.anatomy.tv/new_home.aspx

Suggested Text(s)

Instructional Resources

The University of West Georgia, in coordination with Microsoft, is now offering Office 365 to all Faculty, Staff, and currently enrolled full-time students. Follow the instructions from Information Technology Services found at <https://www.westga.edu/its/microsoft-office-365.php>.

For additional questions or assistance visit Student Information Technology Services (SITS) at <https://www.westga.edu/sits/>.

Approaches to Instruction

Instructional methods utilized in this class include lecture, small group discussions, electronic slides and/or media, applied projects, and demonstrations.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. demonstrate an understanding of the basic terminology of the discipline including descriptive and directional anatomical terms and planes of reference. (Hall, 2007; Enoka, 2002; Marieab, 2003; Thibodeau,& Patton, 2006)

(InTASC 1,4; SHAPE 2)

2. list the structure and function of the components of the musculoskeletal system and develop an understanding of their synergistic relationship
(Marieab, 2003; Enoka, 2002; Brooks, & Fahey, 1984)
(InTASC 1,4; SHAPE 2)
3. describe the general characteristics of blood and the organs of the cardiovascular and respiratory systems and discuss their functions.
(McArdle, Katch, & Katch, 2007)
(InTASC 1,4; SHAPE 2)
4. explain the structure and function of body systems and their role in movement and physical activity.
(InTASC 1,4; SHAPE 2)
5. demonstrate an understanding of changes to body systems due to growth and development
(InTASC 1,4; SHAPE 2)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

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Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

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- **Ingram Library Services**
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PHED - 3725 - Human Movement Studies

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* PHED

Course Number* 3725

Course Title* Human Movement Studies

Long Course Title Human Movement Studies

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Physical Education

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

**Catalog Course
Description*** This course focuses on human physiology and anatomy, motor learning and development, and biomechanics. This course emphasizes the growth and development of the human being and the interaction of growth and development on human motor performance. Students examine the impact of motor development and motor learning, neuromuscular function, and information processing on motor skill acquisition and make applications to teaching P-12 physical education. This course also applies the core concepts of anatomy and mechanical physics to human motion. The student will apply these concepts in analyzing exercise and sport skills.

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

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

Is this a School of Yes No

Is this a College Yes No

Nursing course?***of Education
course?*****Desired Effective
Semester*** Spring**Desired Effective
Year*** 2019**Frequency** 1**Grading***
Undergraduate
Standard Letter**Student Learning
Outcomes**

At the conclusion of this course, students will be able to:

1. discuss major theoretical views of human motor development and motor learning and their impact on teaching physical education (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 1)
2. describe developmental characteristics of reflexes, spontaneous movements, postural control, manual control, rudimentary locomotion, and fundamental movements, and provide an overview of the developmental milestones that occur during infancy, childhood, and adolescence and how these concepts are incorporated into physical education lesson planning (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 1)
3. explain the following concepts and their impact on the learning process: transfer, mental practice, reaction time, motivation, attention, arousal, practice setting, and performance curves (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 1)
4. identify and define basic biomechanical terms (Floyd, 2007; Griffiths, 2006); (InTASC 1, SHAPE 1)
5. compare and contrast the principles of linear and angular kinetics and kinematics and employ these principles through applied laboratory experiences (Griffiths, 2006); (InTASC 1, SHAPE 1)
6. name and describe how knowledge of the laws of levers, motion, balance, and force can help improve physical performance and employ these principles through applied laboratory experiences (Floyd, 2007; Griffiths, 2006); (InTASC 1, SHAPE 1)
7. describe the mechanical concepts specific to different human movement activities and apply these concepts in analyzing sports and exercise skills (Griffiths, 2006). (InTASC 1, SHAPE 1)

Rationale* This course will be a new required course for PHED majors. The content of this course allows faculty to address current issues in the field of health and physical education.

Prerequisites Admission to Teacher Education (TE)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

PHED 3725 01: Human Movement Studies

*Instructor Information

Instructor:	Telephone (department):
Class Meeting Time & Location:	Online Hours:
Office Location:	Westga email:
Telephone (direct):	Skype or Google+ name

*Support for Courses

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Course Information

Course Description

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Credit Hours: 3.0

Prerequisites: Admission to Teacher Education (TE)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s)

Magill, R. A. (2007). *Motor Learning and Control: Concepts and Applications* (8th ed.). New York: McGraw Hill.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instructional methods utilized in this class include lecture, small group discussions, electronic slides and/or media, applied projects, and demonstrations.

This course will be delivered approximately 50% online. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 2000 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Audio/video instruction	450 minutes

Discussion posts	300 minutes
Online labs/assignments	375 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. discuss major theoretical views of human motor development and motor learning and their impact on teaching physical education (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 2)
2. describe developmental characteristics of reflexes, spontaneous movements, postural control, manual control, rudimentary locomotion, and fundamental movements, and provide an overview of the developmental milestones that occur during infancy, childhood, and adolescence and how these concepts are incorporated into physical education lesson planning (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 2)
3. explain the following concepts and their impact on the learning process: transfer, mental practice, reaction time, motivation, attention, arousal, practice setting, and performance curves (Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008); (InTASC 1, SHAPE 2)
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Assignments

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*Proctored Exam

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Extra Credit:

Late Work:

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PHED - 3730 - Current Issues in Health and Physical Education

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* PHED

Course Number* 3730

Course Title* Current Issues in Health and Physical Education

Long Course Title Current Issues in Health and Physical Education

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Physical Education

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

**Catalog Course
Description*** This course provides students with theoretical knowledge and pedagogical applications in the field of health and physical education. Educating the whole child is considered from three pillars: (a) individual emotional health, mindfulness, and mental fitness; (b) a comprehensive school physical activity program approach to promote lifelong health; and (c) advocacy for the education of the whole child in school systems and professional organizations.

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

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

**Is this a School of
Nursing course?*** Yes No

**Is this a College
of Education
course?*** Yes No

Desired Effective Semester*	Spring	Desired Effective Year*	2019
Frequency	1	Grading*	Undergraduate Standard Letter

Student Learning Outcomes

At the conclusion of this course, students will be able to:

1. Define and explain levels of Bloom's taxonomy, Maslow's hierarchy of needs, and Chakra levels, and reflect on the interconnectedness of these (SHAPE America 2; InTASC 1, 2)
2. Observe and assess self-talk and mindfulness and its implications on life quality (SHAPE America 3, 4; InTASC 5, 6, 9, 10)
3. Review, interpret, and compare research in health and physical education advocacy (SHAPE America 4, 5; InTASC 1, 2, 3, 4, 9, 10)
4. Summarize the aspects of a comprehensive school activity program (CSPAP) and design and present one CSPAP project (SHAPE America 2, 3, 4, 5; InTASC 3, 4, 5, 6, 7, 8, 10)
5. Evaluate current trends or issues related to health, physical education, and/or physical activity (SHAPE America 4, 5; InTASC 2, 3, 5, 9, 10)

Rationale* This course will be a new required course for PHED majors. The content of this course allows faculty to address current issues in the field of health and physical education.

Prerequisites Admission to Teacher Education (TE)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

PHED 3730: Current Issues in Health and Physical Education

*Instructor Information

Instructor:

Telephone (department):

Class Meeting Time & Location:

Online Hours:

Office Location:

Westga email:

Telephone (direct):

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[Center for Academic Success](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

678-839-6280

Call: 678-839-6248 or 1-855-933-8946 or

[Distance Learning Library Services](#)

email: online@westga.edu

[Ingram Library Services](#)

[24/7/365 D2L Help Center](#)

[Accessibility Services](#)

Call 1-855-772-0423

678-839-6428

[University Bookstore](#)

counseling@westga.edu

[Student Services](#)

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (SHAPE America, InTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course provides students with theoretical knowledge and pedagogical applications in the field of health and physical education. Educating the whole child is considered from three pillars: (a) individual emotional health, mindfulness, and mental fitness; (b) a comprehensive school physical activity program approach to promote lifelong health; and (c) advocacy for the education of the whole child in school systems and professional organizations.

Credit Hours:

Prerequisites: Admission to Teacher Education (TE)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Readings as assigned, on Course Den.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

This course will include teacher lecture and direct instruction, teacher- and student-led discussion, teacher and student presentations, guest lectures, panel discussion, and coaching sessions.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Define and explain levels of Bloom’s taxonomy, Maslow’s hierarchy of needs, and Chakra levels, and reflect on the interconnectedness of these (SHAPE America 2; InTASC 1, 2)
2. Discuss and apply the Sage Performance Scales in coaching situations (SHAPE America 4, 5; InTASC 2, 4, 5, 9)
3. Observe and assess self-talk and mindfulness and its implications on life quality (SHAPE America 3, 4; InTASC 5, 6, 9, 10)

4. Review, interpret, and compare research in health and physical education advocacy (SHAPE America 4, 5; InTASC 1, 2, 3, 4, 9, 10)
5. Summarize the aspects of a comprehensive school activity program (CSPAP) and design and present one CSPAP project (SHAPE America 2, 3, 4, 5; InTASC 3, 4, 5, 6, 7, 8, 10)
6. Discuss and reflect on guest lectures and panel discussions (SHAPE America 4, 5; InTASC 2, 3, 5, 9, 10)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility](#)

Services. UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

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

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Health and Community Wellness, B.S.

2018-2019 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

Program ID* 948

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

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

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.

Students 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, Psychology, Sociology, and other approved minors.

Status* Active-Visible Inactive-Hidden

**Modifications
(Check all that
apply)*** Program Name
 Track/Concentration
 Catalog Description
 Degree Name

- Program Learning Outcomes
- Program Curriculum
- Other See Modification Comments

Modified Program Name**Modified Catalog Description****Program Learning Outcomes****Modification Comments**

*PLEASE REVIEW 8 NEW COURSE ADDITIONS WITH PROGRAM CHANGES.

Modification Details for CMWL changes:

The curriculum for the Health and Community Wellness program is being changed to better align with industry trends and national standards. Realigning our program to the National Wellness Institute's core competencies for wellness professionals strengthens our program and, in turn, makes our graduates more marketable in the field. Prefixes for several courses are being changed through new course additions from PHED to CMWL for ease of recognition for our students and to align with the revised CMWL program sheet. The prefix changes/course additions are:

- PHED 3210 Healthy Eating and Nutrition changed to CMWL 3210 Healthy Eating and Nutrition
- PHED 3220 Health Promotion, Education, and Program Evaluation changed to CMWL 3220 Health Promotion, Education, and Program Evaluation
- PHED 3230 Exercise Leadership changed to CMWL 3230 Exercise Leadership
- PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership changed to CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

New courses are being added to the CMWL program sheet to better serve our students and prepare them for future health and wellness careers. Those courses are listed below. CMWL 4103 will take the place of PHED 2685 Health, Wellness, and Society, which is moving to area F and will be changed to CMWL 2200 Social Determinants of Health and Wellness.

- PHED 2605 Functional Anatomy - will replace PHED 2603 and 2604 in area F
- CMWL 4103 Applied Research Methods in Health and Community Wellness

We have two courses that are currently being offered with a special topics prefix. Those two courses need to be assigned a permanent number and title. Those two courses are listed below.

- PHED 2685 Special Topics: Health, Wellness, and Society changed to CMWL 2200 Social Determinants of Health and Wellness
- PHED 4685 Special Topics: Technology in Health and Community Wellness changed to CMWL 3401 Technology in Health and Community Wellness (PHED 3401 on current program sheet)

We have two prerequisite changes/additions that need to be made to CMWL courses. Those two changes/additions are listed below.

- PHED 4603 currently has a prerequisite of "successful completion of PHED 2603 and 2604 or instructor approval." Change should be "successful completion of Anatomy/Physiology, PHED 2605 Functional Anatomy, or instructor approval.

- CMWL 4102 should have a prerequisite of CMWL 3220

All students will be required to earn a minimum of a C in Area F. The knowledge and experiences gained from Area F are integral for the continuation of the professional development and courses in the Health and Community Wellness Program.

Rationale* The curriculum for the Health and Community Wellness program is being changed to better align with industry trends and national standards. Realigning our program to the National Wellness Institute’s core competencies for wellness professionals strengthens our program and, in turn, makes our graduates more marketable in the field.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton Newnan

Prospective Curriculum*

Requirement

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

Core Curriculum

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
PSYC 1101 Introduction to General Psychology
MATH 2063 Introductory Statistics
CMWL 2200 Social Determinants of Health and Wellness
PHED 2605 Functional Anatomy

Professional Classes for the Degree (All Required): 45 Hours (a)

[Right] -3.0

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 Healthy Eating and Nutrition
CMWL 3220 Health Promotion, Education, and Program Evaluation
CMWL 3230 Exercise Leadership
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership
CMWL 3401 Technology in Health and Community Wellness

Electives Recommended: 15 Hours

(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.

- 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

Comments

- Is Senate Review required?***
- Yes
 - No

CURRENT
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			PHED 2685 Health, Wellness, and Society	3		
2. ENGL 1102	3			CMWL 3100 Lifespan Development	3		
3. MATH 1001 (Recommended)	3			CMWL 3101 Mental and Emotional Wellness	3		
B. Institutional Priorities	4-5			CMWL 3102 Psychology of Health and Wellness	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	1-2			CMWL 4000 Exercise/Wellness Programming for Special Populations	3		
C. Humanities/Arts	6			PHED 3210 Healthy Eating and Nutrition	3		
1. XIDS 2100 (Recommended)	3			PHED 3230 Exercise Leadership	3		
2. Elective course in C.	3			PHED 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			PHED 3401 Integrating Technology in HPE	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			PHED 3220 Health Promotion, Education, and Program Evaluation	3		
2. HIST 2111 or 2112	3						
3. POLS 1101	3			<i>5 electives below are for an approved minor or special topics courses</i>			
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. PHED 2603 Human Anatomy and Physiology I	3			<i>*All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses.</i>			
5. PHED 2604 Human Anatomy and Physiology II	3						
6. PSYC 1101 Introduction to Psychology	3						
7. MATH 2063 Introductory 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 on the right hand side of the program sheet must earn a grade of C or better.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

PROPOSED
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 Healthy Eating and 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			<i>5 electives below are for an approved minor or special topics courses</i>			
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			<i>*All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses.</i>			
5. PHED 2605 Functional Anatomy	3						
6. PSYC 1101 Introduction to Psychology	3						
7. MATH 2063 Introductory 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: _____

Modification Details for CMWL changes:

The curriculum for the Health and Community Wellness program is being changed to better align with industry trends and national standards. Realigning our program to the National Wellness Institute's core competencies for wellness professionals strengthens our program and, in turn, makes our graduates more marketable in the field. Prefixes for several courses are being changed through new course additions from PHED to CMWL for ease of recognition for our students and to align with the revised CMWL program sheet. The prefix changes/course additions are:

- PHED 3210 Healthy Eating and Nutrition changed to CMWL 3210 Healthy Eating and Nutrition
- PHED 3220 Health Promotion, Education, and Program Evaluation changed to CMWL 3220 Health Promotion, Education, and Program Evaluation
- PHED 3230 Exercise Leadership changed to CMWL 3230 Exercise Leadership
- PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership changed to CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

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- PHED 2605 Functional Anatomy - will replace PHED 2603 and 2604 in area F
- CMWL 4103 Applied Research Methods in Health and Community Wellness

We have two courses that are currently being offered with a special topics prefix. Those two courses need to be assigned a permanent number and title. Those two courses are listed below.

- PHED 2685 Special Topics: Health, Wellness, and Society changed to CMWL 2200 Social Determinants of Health and Wellness
- PHED 4685 Special Topics: Technology in Health and Community Wellness changed to CMWL 3401 Technology in Health and Community Wellness (PHED 3401 on current program sheet)

We have two prerequisite changes/additions that need to be made to CMWL courses. Those two changes/additions are listed below.

- PHED 4603 currently has a prerequisite of “successful completion of PHED 2603 and 2604 or instructor approval.” Change should be “successful completion of Anatomy/Physiology, PHED 2605 Functional Anatomy, or instructor approval.
- CMWL 4102 should have a prerequisite of CMWL 3220

All students will be required to earn a minimum of a C in Area F. The knowledge and experiences gained from Area F are integral for the continuation of the professional development and courses in the Health and Community Wellness Program.

Rationale:

The curriculum for the Health and Community Wellness program is being changed to better align with industry trends and national standards. Realigning our program to the National Wellness Institute’s core competencies for wellness professionals strengthens our program and, in turn, makes our graduates more marketable in the field.

The Department of Sport Management, Wellness, and Physical Education will make appropriate accommodations for current majors with regard to progression. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

CMWL - 2200 - Social Determinants of Health and Wellness

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL **Course Number*** 2200

Course Title* Social Determinants of Health and Wellness

Long Course Title Social Determinants of Health and Wellness

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Health and Community Wellness

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

**Catalog Course
Description*** This course engages students in critical analyses of contemporary cultural and sociological issues and their interaction on the health and wellness (physical, social, emotional, psychological) of individuals and society as a whole. Students will actively examine contemporary societal issues from multiple vantage points in order to better understand their complexities and the impact they have on the wellbeing of all.

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

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

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

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 2

Grading* Undergraduate Standard Letter

Student Learning Outcomes

At the conclusion of this course, students will be able to:

1. Investigate, describe and analyze contemporary issues and trends that directly or indirectly impact the health and wellbeing of all.
2. Recognize and respond to contemporary cultural, environmental, political and sociological factors in various settings and how they have shaped the way people live their lives.
3. Critically examine the influences of cultural and sociological factors that contribute to the alienation, depersonalization, separation, incassation and isolation of many in our country.
4. Explain how experience informs our understanding of cultural and sociological factors and the way we make decisions about our country and ourselves.
5. Examine cultural and sociological dimensions of selected critical issues; analyze pro and con positions, and discuss/respond to the impact they have on our personal lives.
6. Analyze their legal, ethical, and professional responsibilities and decision-making as professional health and wellness experts.
7. Describe the identity and integrity of their personal and professional lives as they relate to making better decisions and ways to build healthy interactive communities.
8. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary times

Rationale* This course was previously a PHED 2685 special topics course. This change provides clarification for students.

Prerequisites Admission to Health and Community Wellness (CMWL)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate

Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 60

Attach syllabus* Syllabus has been attached - This is required

CMWL 2200: Social Determinants of Health and Wellness

*Instructor Information

Instructor:	Telephone (department):
Class Meeting Time & Location:	Online Hours:
Office Location:	Westga email:
Telephone (direct):	Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[Center for Academic Success](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
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counseling@westga.edu

College of Education Vision

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

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Course Information

Course Description

This course engages students in critical analyses of contemporary cultural and sociological issues and their interaction on the health and wellness (physical, social, emotional, psychological) of individuals and society as a whole. Students will actively examine contemporary societal issues from multiple vantage points in order to better understand their complexities and the impact they have on the wellbeing of all.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Davidson, A. (2015). *Social determinants of health: A comparative approach*. Don Mills, Ontario Canada: Oxford University Press.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Investigate, describe and analyze contemporary issues and trends that directly or indirectly impact the health and wellbeing of all.
2. Recognize and respond to contemporary cultural, environmental, political and sociological factors in various settings and how they have shaped the way people live their lives.
3. Critically examine the influences of cultural and sociological factors that contribute to the alienation, depersonalization, separation, incassation and isolation of many in our country.
4. Explain how experience informs our understanding of cultural and sociological factors

and the way we make decisions about our country and ourselves.

5. Examine cultural and sociological dimensions of selected critical issues; analyze pro and con positions, and discuss/respond to the impact they have on our personal lives.
6. Analyze their legal, ethical, and professional responsibilities and decision-making as professional health and wellness experts.
7. Describe the identity and integrity of their personal and professional lives as they relate to making better decisions and ways to build healthy interactive communities.
8. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary times

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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Americans with Disabilities Act Statement:

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Communication Rules

Network Etiquette:

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- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online](#)

Student Help.

Center for Academic Success

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Smarthinking

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Student Services

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- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

CMWL - 3210 - Healthy Eating and Nutrition

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL

Course Number* 3210

Course Title* Healthy Eating and Nutrition

Long Course Title Healthy Eating and Nutrition

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Health and Community Wellness

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

**Catalog Course
Description*** This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

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

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

Is this a School of Yes No

Is this a College Yes No

Nursing course?*		of Education course?*	
Desired Effective Semester*	Spring	Desired Effective Year*	2019
Frequency	1	Grading*	Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. describe the structure and function of macro and micro nutrients and the process of digestion and absorption (Sizer, 2017);
2. describe appropriate scope of practice and activities for fitness professionals (Muth, 2013);
3. explain how governmental nutrition guidelines and recommendations are used to determine a healthy eating pattern (Sizer, 2017);
4. describe ways that fitness professionals can help shape policy and advocate for healthier lifestyles (Muth, 2013);
5. describe how food choices and physical activity contribute to total wellness and fitness (American College of Sports Medicine, 2011);
6. analyze the impact that healthy eating and nutrition has on fitness and sport performance (Sizer, 2017);
7. describe nutrition and hydration strategies for pre-, during, and post-exercise (Sizer, 2017);
8. identify nutritional considerations when working with special populations (children, pregnant and lactating women, older adults, diabetes, etc.) (Sizer, 2017);
9. describe nutritional considerations for individuals who follow alternative eating plans, including vegetarian and gluten-free diets (Edlin & Golanty, 2014);
10. describe how to implement motivational interviewing in nutrition coaching (Muth, 2013);
11. identify practical tips for healthy shopping and cooking (Kruskall, 2010; Sizer, 2017);
12. describe the concepts of food triggers and how they impact emotional eating (Edlin & Golanty, 2014);
13. demonstrate a working knowledge of dietary supplements and their role in healthy eating and overall wellness and performance (Kruskall, 2010);
14. obtain the American Council on Exercise Fitness Nutrition Specialist certification (Muth, 2013).

Rationale* This course is currently offered as PHED 3210. The department is changing the prefix to better align with the CMWL major program of study.

Prerequisites Admission to Health and Community Wellness (CMWL) OR Admission to Coaching Minor (COAC) OR Admission to Nutrition Minor (NUTR)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

CMWL 3210: Healthy Eating and Nutrition

*Instructor Information

Instructor:

Telephone (department):

Class Meeting Time & Location:

Online Hours:

Office Location:

Westga email:

Telephone (direct):

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[Center for Academic Success](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

678-839-6280

Call: 678-839-6248 or 1-855-933-8946 or

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Course Information

Course Description

This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL) OR Admission to Coaching Minor (COAC) OR Admission to Nutrition Minor (NUTR)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Sizer, F. Whitney E. (2017). *Nutrition Concepts and Controversies*. Cengage Learning (14th edition).

Suggested Text(s) Kruskall, L. (2010). *Fitness Professionals' Guide to Sports Nutrition and Weight Management*. Healthy Learning.

Muth, N. (2013). *ACE Fitness Nutrition Manual*. American Council on Exercise.

Clark, N. (2008). *Sports Nutrition Guidebook*. Human Kinetics.

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At the conclusion of this course, students will be able to:

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Assignments

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*Proctored Exam

Grading Information and Policy

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A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

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Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
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<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

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

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL

Course Number* 3220

Course Title* Principles and Foundations of Health Promotion, Education and Program Evaluation

Long Course Title Principles and Foundations of Health Promotion, Education and Program Evaluation

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Health and Community Wellness

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

Catalog Course Description* This undergraduate course provides students with a comprehensive overview of the practical and theoretical skills needed to plan, implement and evaluate health promotion programs in a variety of settings. The course helps students develop a health education program, work through examples and activities for program planning application and review the essential tools for effective practices in health promotion, education and evaluation.

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

Is this a General Education course?* Yes No

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

Area C Area D Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 2

Grading* Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. identify the historical background of the health education profession and identify ways to measure health and/or health status (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009);
2. describe models of behavior change in health promotion and education (Brehm, 2014; Glanz, Rimer, & Viswanath, 2009);
3. describe the characteristics of positive and negative health behaviors, including successful behavior-change strategies (Brehm, 2014);
4. discuss theoretical foundations and ethics in health education (Bensley & Brookins-Fisher, 2009; Cottrell, Girvan, & McKenzie, 2012);
5. describe the roles and responsibilities of the health educator (Cottrell, Girvan, & McKenzie, 2012);
6. describe methods and challenges for promoting health and health education in society (Bensley & Brookins-Fisher, 2009);
7. describe the settings for health promotion and health education (Cottrell, Girvan, & McKenzie, 2012);
8. identify avenues for social marketing in health promotion and education (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
9. describe and analyze methods of facilitating groups and coalitions at the community and policy levels (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
10. discuss methods for effective advocacy to influence policy (Bensley & Brookins-Fisher, 2009);
11. identify the future trends in health promotion and health education (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009); and
12. describe methods for planning, implementing, and evaluating health promotion programs in a variety of settings (McKenzie, 2013; Valente, 2002).

Rationale* This course title is changing from PHED 3220 to CMWL 3220

Prerequisites Admission to Health and Community Wellness (CMWL)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

Attach syllabus* Syllabus has been attached - This is required

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

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

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Course Information

Course Description

This undergraduate course provides students with a comprehensive overview of the practical and theoretical skills needed to plan, implement and evaluate health promotion programs in a variety of settings. The course helps students develop a health education program, work through examples and activities for program planning application and review the essential tools for effective practices in health promotion, education and evaluation.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Cottrell, R., Girvan, J., & McKenzie, J. (2012). *Principles and foundations of health promotion and education* (6th ed.). Pearson.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources, guest speakers, case studies and a culminating project.

The course will be delivered as a face-to-face class with occasional online assignments.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. identify the historical background of the health education profession and identify ways to measure health and/or health status (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009);
2. describe models of behavior change in health promotion and education (Brehm, 2014; Glanz, Rimer, & Viswanath, 2009);

3. describe the characteristics of positive and negative health behaviors, including successful behavior-change strategies (Brehm, 2014);
4. discuss theoretical foundations and ethics in health education (Bensley & Brookins-Fisher, 2009; Cottrell, Girvan, & McKenzie, 2012);
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8. identify avenues for social marketing in health promotion and education (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
9. describe and analyze methods of facilitating groups and coalitions at the community and policy levels (Bensley & Brookins-Fisher, 2009; Glanz, Rimer, & Viswanath, 2009);
10. discuss methods for effective advocacy to influence policy (Bensley & Brookins-Fisher, 2009);
11. identify the future trends in health promotion and health education (Cottrell, Girvan, & McKenzie, 2012; Glanz, Rimer, & Viswanath, 2009); and
12. describe methods for planning, implementing, and evaluating health promotion programs in a variety of settings (McKenzie, 2013; Valente, 2002).

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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Americans with Disabilities Act Statement:

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Communication Rules

Network Etiquette:

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- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

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CMWL - 3230 - Exercise Leadership

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL **Course Number*** 3230

Course Title* Exercise Leadership

Long Course Title Exercise Leadership

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Health and Community Wellness

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

Catalog Course Description* This undergraduate course provides students with leadership skills and experience that directly apply to fitness programs. Topics include current trends in group exercise formats, exercise program design and implementation, methods of intensity monitoring, exercise risk factors, safety issues as they relate to proper alignment and technique, evaluation of existing programs and basic business practices, professional certifications and educational organizations in group fitness instruction.

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

Is this a General Education course?* Yes No

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

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 2

Grading* Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. effectively lead group exercise classes
2. design, implement and evaluate exercise programs
3. describe the safety issues, problems and components of exercise programs
4. demonstrate a basic knowledge of the care and prevention of fitness related injuries specific to a group exercise setting
5. discuss and implement emergency and safety procedures for exercise settings
6. utilize evaluation strategies when choosing exercise leaders
7. demonstrate the skills and knowledge necessary to pursue a certification in the fitness industry
8. identify current programming trends in the fitness industry

Rationale* This course is being changed from PHED 3230 to CMWL 3230 for student clarification.

Prerequisites Admission to Health and Community Wellness (CMWL)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 20

Fee Justification This fee has been previously justified as of fall 2018.

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

Attach syllabus* Syllabus has been attached - This is required

CMWL 3230: Exercise Leadership

*Instructor Information

Instructor:

Telephone (department):

Class Meeting Time & Location:

Online Hours:

Office Location:

Westga email:

Telephone (direct):

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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[Center for Academic Success](#)

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[University Bookstore](#)

678-839-6428

[Student Services](#)

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (NWI) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This undergraduate course provides students with leadership skills and experience that directly apply to fitness programs. Topics include current trends in group exercise formats, exercise program design and implementation, methods of intensity monitoring, exercise risk factors, safety issues as they relate to proper alignment and technique, evaluation of existing programs and basic business practices, professional certifications and educational organizations in group fitness instruction.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) None required. All resources will be provided through Course Den.

Suggested Text(s) American Council on Exercise (ACE) Group Fitness Instructor Handbook, 5th edition, ISBN: 978-1-89072-059-9

Riebe, D. (2018). *ACSM's Guidelines for Exercise Testing and Prescription*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through face to face class sessions and approximately 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. effectively lead group exercise classes
2. design, implement and evaluate exercise programs
3. describe the safety issues, problems and components of exercise programs

4. demonstrate a basic knowledge of the care and prevention of fitness related injuries specific to a group exercise setting
5. discuss and implement emergency and safety procedures for exercise settings
6. utilize evaluation strategies when choosing exercise leaders
7. demonstrate the skills and knowledge necessary to pursue a certification in the fitness industry
8. identify current programming trends in the fitness industry

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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Expected Response Times

Class Schedule Information (can be a separate document)

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

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL

Course Number* 3240

Course Title* Current Issues and Trends in Fitness and Wellness Leadership

Long Course Title Current Issues and Trends in Fitness and Wellness Leadership

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Health and Community Wellness

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

Catalog Course Description* This undergraduate course gives students an overview of the current issues and trends in the health, fitness, and wellness industry, by providing quality opportunities for gaining in-depth knowledge of the most relevant topics impacting the field. The course specifically highlights career opportunities and code of conduct for professionals, legal issues and responsibilities, working with special populations, nutrition and weight control, fitness and wellness promotion, current certifications, healthcare, and the business of the industry. Additional content may vary based on recent trends related to epidemiology, exercise and aging, psychology of health and fitness, program adherence, research methods, exercise prescription and assessment, consumer choices, and sport concerns.

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

Is this a General Education course?* Yes No

If yes, which

area(s) (check all that apply):

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 2

Grading* Undergraduate Standard Letter

Student Learning Outcomes

At the conclusion of this course, students will be able to:

1. describe career opportunities for potential and future employment in the health, fitness and wellness industry (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
2. summarize the code of conduct for professionals in fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
3. describe the legal issues and responsibilities for professionals in the industry (American College of Sports Medicine, 2014);
4. examine instructional strategies for working with special populations (American College of Sports Medicine, 2014);
5. describe the needs, concerns, and recent trends in nutrition and weight control (Brehm, 2014; Hoeger & Hoeger, 2012);
6. evaluate current models of fitness and wellness promotion (Brehm, 2014; Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
7. differentiate among various fitness and wellness assessments and certifications (Howley & Franks, 2013);
8. describe current healthcare trends impacting the economy (Cottrell, Girvan, & McKenzie, 2012);
9. examine current research and program design related to exercise prescription (American College of Sports Medicine, 2014; NASM, 2010);
10. describe current choices impacting the consumer in the fitness and wellness industry (Hoeger & Hoeger, 2012); and
11. identify key issues related to the business of the industry (American College of Sports Medicine, 2014).

Rationale* This course is being changed from PHED 3240 to CMWL 3240 for student clarification.

Prerequisites Admission to Health and Community Wellness (CMWL)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

Attach syllabus* Syllabus has been attached - This is required

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

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (NWI) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This undergraduate course gives students an overview of the current issues and trends in the health, fitness, and wellness industry, by providing quality opportunities for gaining in-depth knowledge of the most relevant topics impacting the field. The course specifically highlights career opportunities and code of conduct for professionals, legal issues and responsibilities, working with special populations, nutrition and weight control, fitness and wellness promotion, current certifications, healthcare, and the business of the industry. Additional content may vary based on recent trends related to epidemiology, exercise and aging, psychology of health and fitness, program adherence, research methods, exercise prescription and assessment, consumer choices, and sport concerns.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s)

No text is required for this course. Course content will be supplemented with periodicals, current abstracts and full-text articles, and other instructor-directed resources.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

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Approaches to Instruction

Instruction in this course will be delivered through CourseDen as an online course (100% online). Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. describe career opportunities for potential and future employment in the health, fitness and wellness industry (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
2. summarize the code of conduct for professionals in fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2012; Howley & Franks, 2013);
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11. identify key issues related to the business of the industry (American College of Sports Medicine, 2014).

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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Expected Response Times

Class Schedule Information (can be a separate document)

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CMWL - 4103 - Applied Research Methods in Health and Community Wellness

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* CMWL **Course Number*** 4103

Course Title* Applied Research Methods in Health and Community Wellness

Long Course Title Applied Research Methods in Health and Community Wellness

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Health and Community Wellness

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

Catalog Course Description* This course introduces students to the concepts, design, implementation, and interpretation of research in health and community wellness. Students will learn to synthesize existing literature and determine gaps worth researching. Students will learn both quantitative and qualitative research methods through hands on data collection and analysis experience. The course emphasis is for students to prepare and present scholarly research projects to experts and peers in the field. Overall, students will become informed consumers of research and develop an understanding of how research can guide decision making in the field.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Upon successful completion of this course, students will have the ability to:

1. Construct knowledge of principles fundamental to the practice of health and community wellness research. (NWI Core Competency Domain 2d)
2. Analyze the critical role of research in understanding and advancing health and community wellness. (NWI Core Competency Domain 4a)
3. Develop critical and objective skills in reviewing related literature to formulate research questions and hypotheses for an independent study. (NWI Core Competency Domain 2e)
4. Design and conduct an independent research study in health and community wellness based on the literature review and research question development. (NWI Core Competency Domain 4a)
5. Develop a conceptual/technical framework for an independent research study based on the research design process. (NWI Core Competency Domain 1b)
6. Explain the utility of quantitative/qualitative approaches for designing a research study and employ appropriate methods and techniques. (NWI Core Competency Domain 4b)
7. Evaluate the strengths and weaknesses of various sampling techniques, data collection methods, and measurement issues as they relate to the empirical research studies. (NWI Core Competency Domain 4c)
8. Differentiate the utility of different statistical techniques for data analysis and interpretation. (NWI Core Competency Domain 4c)
9. Collect, analyze, and interpret data and report the results in writing and orally. (NWI Core Competency Domain 4c)
10. Discuss ethical issues in research. (NWI Core Competency Domain 3c)

Rationale* This course will be a new required course for CMWL majors. The content of this course allows faculty to address current issues in the field of health and community wellness.

Prerequisites Admission to Health & Community Wellness (CMWL)

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info*

- Library Resources are Adequate
- Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

Attach syllabus* Syllabus has been attached - This is required

CMWL 4103: Applied Research Methods in Health and Community Wellness

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (NWI) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course introduces students to the concepts, design, implementation, and interpretation of research in health and community wellness. Students will learn to synthesize existing literature and determine gaps worth researching. Students will learn both quantitative and qualitative research methods through hands on data collection and analysis experience. The course emphasis is for students to prepare and present scholarly research projects to experts and peers in the field. Overall, students will become informed consumers of research and develop an understanding of how research can guide decision making in the field.

Credit Hours: 3.0

Prerequisites: Admission to Health and Community Wellness (CMWL)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Jacobsen, K. (2017). *Introduction to Health Research Methods (2nd Edition)*. Burlington, MA: Jones & Bartlett.

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Construct knowledge of principles fundamental to the practice of health and community wellness research. (*NWI Core Competency Domain 2d*)
2. Analyze the critical role of research in understanding and advancing health and community wellness. (*NWI Core Competency Domain 4a*)
3. Develop critical and objective skills in reviewing related literature to formulate research questions and hypotheses for an independent study. (*NWI Core Competency Domain 2e*)

4. Design and conduct an independent research study in health and community wellness based on the literature review and research question development. *(NWI Core Competency Domain 4a)*
5. Develop a conceptual/technical framework for an independent research study based on the research design process. *(NWI Core Competency Domain 1b)*
6. Understand the utility of quantitative/qualitative approaches for designing a research study and employ appropriate methods and techniques. *(NWI Core Competency Domain 4b)*
7. Evaluate the strengths and weaknesses of various sampling techniques, data collection methods, and measurement issues as they relate to the empirical research studies. *(NWI Core Competency Domain 4c)*
8. Differentiate the utility of different statistical techniques for data analysis and interpretation. *(NWI Core Competency Domain 4c)*
9. Collect, analyze, and interpret data and report the results in writing and orally. *(NWI Core Competency Domain 4c)*
10. Discuss ethical issues in research. *(NWI Core Competency Domain 3c)*

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette:

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

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

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- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**

- <http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Coaching

2018-2019 Undergraduate New Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Type* Minor

Degree Type* Minor

Program Name* Coaching

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

Program Description* This minor is designed to prepare future coaches to be successful in a variety of settings. The coaching minor will provide the fundamental knowledge essential for coaching sport. This includes not only skills and strategies of specific game play, but the physiological, and psychological as well. This minor will also provide individuals the training to develop in the areas of philosophy, physical training, communication, motivation, and administrative aspects of coaching. The coaching minor will focus on developing future coaches in areas such as:

- Middle school and high school athletics
- Interscholastic and Intercollegiate athletics
- Recreation and Club Sport
- Athletic Administration and Management
- Fitness and Personal Training

The coaching profession intersects many facets of society. Consequently, the coaching minor has the ability to appeal to other majors who would like to expand their study to areas involving coaching. A minor in Coaching would allow students in other fields of study access to coursework to supplement their major studies and provide instruction not currently available in their home programs.

Rationale* This minor will provide a viable option for students to gain employment opportunities as a coach in a variety of sport and physical activity settings.

Program Learning Outcomes*

1. Students will describe their own coaching philosophy based on educational research, while also articulating major coaching objectives and coaching styles.
2. Students will identify the behavioral and psychological principles for

effective communication between coaches and athletes.

3. Students will develop research-based physical fitness program design and plans that incorporate all aspects of training, including the cardiorespiratory system, muscular strength and endurance, muscular power, flexibility, and nutritional recommendations.

4. Students will describe the numerous managerial issues and challenges when planning, organizing, staffing, and directing all aspects of an athletic program.

5. Students will evaluate the current practices and experiences of other coaches.

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Desired Effective Semester* Fall

Desired Effective Year* 2019

Status* Active-Visible Inactive-Hidden

Assessment Plan* Assessment Plan has been attached

Prospective Curriculum*

Required Coursework (6-7 hours):

Required Courses (6-7 hours): *PHED 2828 is not required for CMWL Majors.

PHED 2100 Intro to Sports, Coaching, Fitness, and Recreation

PHED 2628 First Aid and CPR for Education Majors

PHED 4630 Foundations and Principles of Coaching

Required Electives

Choose 2-3 of the following required electives:

PHED 3500 Educational Games, Gymnastics, and Dance

PHED 3501 Skills and Strategies in Strength and Conditioning

PHED 3502 Skills and Strategies in Target and Outdoor Activities

PHED 3503 Skills and Strategies in Net and Wall Games

PHED 3596 Skills and Strategies in Division Soccer
PHED 3631 Coaching Basketball
PHED 3632 Coaching Football
PHED 3633 Coaching Methods: Soccer
PHED 3634 Coaching Methods: Volleyball
PHED 4630 Foundations and Principles of Coaching

Attach Program Map* Program Map has been attached.

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**

Attach Program Proposal* Program Proposal has been attached N/A (embedded certificate)

Rationale:

This minor is designed to prepare future coaches to be successful in a variety of settings. The coaching minor will provide the fundamental knowledge essential for coaching sport. This includes not only skills and strategies of specific game play, but the physiological, and psychological as well. This minor will also provide individuals the training to develop in the areas of philosophy, physical training, communication, motivation, and administrative aspects of coaching. The coaching minor will focus on developing future coaches in areas such as:

- Middle school and high school athletics
- Interscholastic and Intercollegiate athletics
- Recreation and Club Sport
- Athletic Administration and Management
- Fitness and Personal Training

The coaching profession intersects many facets of society. Consequently, the coaching minor has the ability to appeal to other majors who would like to expand their study to areas involving coaching. A minor in Coaching would allow students in other fields of study access to coursework to supplement their major studies and provide instruction not currently available in their home programs.

Compatible Majors

Efforts will be made to specifically market a Coaching Minor to certain students majoring in related disciplines. Considering coaching can be either full time or supplementary work, listed below are some compatible majors offered at UWG that would pair well with a Coaching Minor:

- Accounting
- Biology
- Business Administration
- Computer Science
- Economics
- Health and Community Wellness
- Management
- Marketing
- Mass Communications
- Organizational Leadership
- Psychology
- Social and Behavioral Health
- Sociology
- Sport Management

Additional Majors that may consider coaching-related courses are:

- Early Childhood
- Special Education
- Secondary Education (Broad-field science, History, Mathematics, etc.)
- Speech Pathology

Proposed Requirements:

A minor in Coaching would require a total of 16-17 credit hours in the field. To qualify, students must complete the required courses (listed below) with a grade of C or better.

Learning Objectives

1. Students will describe their own coaching philosophy based on educational research, while also articulating major coaching objectives and coaching styles.
2. Students will identify the behavioral and psychological principles for effective communication between coaches and athletes.
3. Students will develop research-based physical fitness program design and plans that incorporate all aspects of training, including the cardiorespiratory system, muscular strength and endurance, muscular power, flexibility, and nutritional recommendations.
4. Students will describe the numerous managerial issues and challenges when planning, organizing, staffing, and directing all aspects of an athletic program.
5. Students will evaluate the current practices and experiences of other coaches.

Required Coursework (10-11 hours):

PHED 2100 (3 hours)- Intro to Sports, Coaching, Fitness, and Recreation (pre-requisite for PHED 3500 series) (**new course**)

PHED 2628 (1 hour) – First Aid and CPR (***not required for CMWL majors***)

PHED 4630 (3 hours) – Foundations & Principles of Coaching

2-3 of the following courses:

PHED 3500 (2 hours) – Educational Games, Gymnastics, and Dance

PHED 3501 (2 hours) – Skills & Strategies in Strength/Conditioning

PHED 3502 (2 hours) – Skills & Strategies in Target/Outdoor Activities

PHED 3503 (2 hours) – Skills & Strategies in Net/Wall Games

PHED 3504 (2 hours) - Skills & Strategies in Invasion Games

PHED 3630 (2 hours) - Coaching Methods: Baseball and Softball

PHED 3631 (2 hours) - Coaching Basketball

PHED 3632 (2 hours) - Coaching Football

PHED 3633 (2 hours) - Coaching Methods: Soccer
PHED 3634 (2 hours) - Coaching Methods: Volleyball

PHED 2100 - Intro to Sports, Coaching, Fitness, and Recreation - The sports, coaching, fitness, and recreational fields of study continue providing numerous personal and career opportunities for individuals interested in physical activity, health, and sport-related work. This course provides a historical, philosophical, and practical approach to sport in modern society. The course includes various movement opportunities exploring team and individual sports, outdoor recreation, and other physical activities. Participants will gain hands-on experience working with a variety of different sports-related equipment, strategies, and learning opportunities. In addition, participants will develop skills and strategies for engaging in physical activity opportunities with others, potentially leading to increased levels of character development, and emotional and social learning and growth.

PHED 2628 First Aid and CPR- Students will gain the knowledge and skills necessary to respond in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. Specific school based situations relating to child injuries and emergencies will be addressed. Certification in CPR and First Aid is awarded upon successful completion of the course. Students must make a grade of C or better in order to use the course in Area F.

PHED 4630 – Foundations & Principles of Coaching - Topics include individual differences in athletics, motivational and psychological dimensions of athletes, sport as a social phenomenon, factors affecting performance, physiological principles, coaching philosophy and styles, ethics in coaching, and working with parent, booster, and community groups.

(Teacher Education and Coaching Minor Restricted)

PHED 3500 – Educational Games, Gymnastics, and Dance - This course focuses on the development stages of selected motor patterns fundamental to educational games, gymnastics, and dance. Students develop and practice the skill theme approach to teaching fundamental movement patterns to elementary and middle school students. Students also develop observation and analysis skills for diagnosing children's motor patterns.

(Teacher Education and Coaching Minor Restricted)

PHED 3501 – Skills & Strategies in Strength/Conditioning - This course increases students' knowledge, skills and strategies related to strength and conditioning including weight training, cardiovascular endurance, health-related fitness, performance-related fitness, and flexibility. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations and performance analysis.

(Teacher Education and Coaching Minor Restricted)

PHED 3502 – Skills & Strategies in Target/Outdoor Activities - This course increases students' knowledge, skills and strategies in target and outdoor activities including golf, track and field, orienteering and softball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations and performance analysis.

(Teacher Education and Coaching Minor Restricted)

PHED 3503 – Skills & Strategies in Net/Wall Games - This course increases students' knowledge, skills and strategies in net and wall games including badminton, pickle ball, tennis and volleyball. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations and performance analysis.

(Teacher Education and Coaching Minor Restricted)

PHED 3504 - Skills & Strategies in Invasion Games - This course increases students' knowledge, skills and strategies in invasion games including basketball, flag football, soccer, team handball and ultimate Frisbee. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations and performance analysis.

(Teacher Education and Coaching Minor Restricted)

PHED 3630 - Coaching Methods: Baseball and Softball - Designed to provide students with basic information about coaching baseball and softball. Planning and organizing practice and competition, selecting appropriate drills, teaching and analyzing fundamental skills, evaluating performance, understanding basic offensive and defensive strategies.

PHED 3631 - Coaching Basketball - Designed to provide students with basic information about coaching the sport of basketball. Planning and organizing practice and competition, selecting appropriate drills, teaching and analyzing fundamental skills, evaluating performance, understanding basic offensive and defensive strategies.

PHED 3632 - Coaching Football - Designed to provide students with basic information about coaching football. Planning and organizing practice and competition, selecting appropriate drills, teaching and analyzing fundamental skills, evaluating performance, understanding basic offensive and defensive strategies.

PHED 3633 - Coaching Methods: Soccer - Designed to provide students with basic information about coaching soccer. Planning and organizing practice and competition, selecting appropriate drills, teaching and analyzing fundamental skills, evaluating performance, understanding basic offensive and defensive strategies.

PHED 3634 - Coaching Methods: Volleyball - Designed to provide students with basic information about coaching volleyball. Planning and organizing practice and competition, selecting appropriate

drills, teaching and analyzing fundamental skills, evaluating performance, understanding basic offensive and defensive strategies.

Elective Coursework Eligible to Fulfill the Requirement (6 hours):

PHED 4603 (3 hours) – Advanced Concepts of Personal Training (**does not qualify for CMWL students**)

CMWL 3210 (3 hours) – Healthy Eating and Nutrition (**does not qualify for CMWL students**)

PHED 4631(3 hours) - Prevention and Care of Athletic Injuries

PHED 4640 (3 hours) – Coaching the Mental Side of Sport (**new course**)

PHED 4633 (3 hours) - Coaching Practicum

PHED 4603 – Advanced Concepts of Personal Training - This class focuses on the physiological responses and adaptations of the human body during exercise. In depth analysis of the responses of the respiratory and circulatory systems will be a major focus. Laboratory activities include data collection and analysis of a variety of physiological processes.

CMWL 3210 – Healthy Eating and Nutrition - This undergraduate course provides healthy eating and nutrition principles for fitness and wellness professionals. The course helps students understand the role of nutrition in improving health and applying these ideas to establish healthy SMART goals and eating plans. A review of current eating habits and patterns using nationally recommended dietary guidelines and nutritional assessment tools will be covered. Course topics include the relationship between nutrition and various diseases, use of dietary supplementation, and nutrition for improved sport and fitness performance.

(CMWL, Coaching Minor, and Nutrition Minor Restricted)

PHED 4631 – Prevention and Care of Athletic Injuries - This undergraduate course is an introduction to prevention, recognition, and care management techniques for acute and chronic fitness and sport-related injuries. Topics include environmental-related illnesses, musculoskeletal injuries, and psychological factors (stress, anxiety, self-esteem, depression, mood) that impact the prevention and care of fitness and sport-related injuries.

PHED 4640 – Coaching the Mental Side of Sport - Introduction of psycho-social aspects of coaching, working with athletes, and performance. Principles including arousal; visualization; self-talk; team-building; the connection between needs, thinking, and performances; motivation; and analysis of the mental processes before, during, and after performances will be presented, discussed, and explored in fictitious or real life scenarios.

PHED 4633 - Coaching Practicum - The coaching practicum is designed to provide the student with an in-the-field coaching experience in which the student can, in a supervised situation, develop, test, and modify her/his coaching knowledge, skills and attitudes. The primary objective is to provide the student with a realistic coaching experience at a level and in a setting similar to that in

which employment may be obtained. May be repeated for credit in a different coaching experience.

PHED - 4640 - Coaching the Mental Side of Sport

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* PHED

Course Number* 4640

Course Title* Coaching the Mental Side of Sport

Long Course Title Coaching the Mental Side of Sport

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Physical Education

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

**Catalog Course
Description*** Introduction of psycho-social aspects of coaching, working with athletes, and performance. Principles including arousal; visualization; self-talk; team-building; the connection between needs, thinking, and performances; motivation; and analysis of the mental processes before, during, and after performances will be presented, discussed, and explored in fictitious or real life scenarios.

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

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

**Is this a School of
Nursing course?*** Yes No

**Is this a College
of Education
course?*** Yes No

Desired Effective Semester*	Spring	Desired Effective Year*	2019
Frequency	1	Grading*	Undergraduate Standard Letter

Student Learning Outcomes At the conclusion of this course, students will be able to:

1. Identify the role of mental fitness and psycho-social aspects concerning coaching and enhancing performance
2. Apply theoretical concepts (e.g. Maslow, Bloom, Sage Performance Scales) to sports performance scenarios and situations
3. Analyze three domains of learning (psychomotor, cognitive, affective) with respect to team-building
4. Detect self-talk patterns in small group exercises and analyze underlying energy (contributing to or taking away from successful performance)
5. Apply strategies such as visualization and positive affirmations in small groups and present findings
6. Interview a coach with respect to his understanding of the mental processes that influence sports performance
7. Describe the benefits and limitations of coaching the mental side of performance

Rationale* This course will be an optional offering for students in the coaching minor and will also be an option for any student at the University of West Georgia. The content of this course will prepare future coaches with knowledge and theoretical concepts that can be applied to a variety of sport-related settings.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

PHED 4640: Coaching the Mental Side of Sport

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (SHAPE America, InTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

Introduction of psycho-social aspects of coaching, working with athletes, and performance. Principles including arousal; visualization; self-talk; team-building; the connection between needs, thinking, and performances; motivation; and analysis of the mental processes before, during, and after performances will be presented, discussed, and explored in fictitious or real life scenarios.

Credit Hours:

Prerequisites:

Co-requisites:

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Lecture, practical application of principles, group projects, discussions, student-lead presentations, and guest lectures

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. Identify the role of mental fitness and psycho-social aspects concerning coaching and enhancing performance
2. Apply theoretical concepts (e.g. Maslow, Bloom, Sage Performance Scales) to sports performance scenarios and situations
3. Analyze three domains of learning (psycho-motor, cognitive, affective) with respect to team-building

4. Detect self-talk patterns in small group exercises and analyze underlying energy (contributing to or taking away from successful performance)
5. Apply strategies such as visualization and positive affirmations in small groups and present findings
6. Interview a coach with respect to his understanding of the mental processes that influence sports performance
7. Appreciate the benefits and limitations of coaching the mental side of performance

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:

Professional Conduct:

*UWG Policies

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Americans with Disabilities Act Statement:

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Network Etiquette:

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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

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Center for Academic Success

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Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

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Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
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online@westga.edu
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<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>

- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SPMG - 4000 - Collegiate Recreation

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* SPMG

Course Number* 4000

Course Title* Collegiate Recreation

Long Course Title Collegiate Recreation

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Sport Management

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

Catalog Course Description* This course is designed to make students aware of the impact of sports on American culture and society. It includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives; the social organization from play to profession sport; violence and discrimination; women and ethnic minorities in sport; and the socialization implications from participation in sports. Students will use in-depth critical thinking analysis to explore the links that exist between sport and the major spheres of social life. In addition, moral decision-making and ethical dilemmas in sport, leisure, and exercise will be addressed.

Is this a General Education course?* Yes No

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

Area A

Area B

Area C

Area D

Area E

Is this a School of Yes No

Is this a College Yes No

Nursing course?***of Education
course?*****Desired Effective
Semester*** Spring**Desired Effective
Year*** 2019**Frequency** 1**Grading*** Undergraduate
Standard Letter**Student Learning
Outcomes**

At the conclusion of this course, students will be able to:

1. REMEMBER

1.1. Identify key terms, concepts, and implications within the collegiate recreation management industry (Barcelona, 2016; NIRSA: Leaders in Collegiate Recreation, 2013).

1.2. Identify local and national organizations and networking opportunities within collegiate recreation management.

2. UNDERSTAND

2.1. Demonstrate an understanding of organizational structure and career opportunities available in the collegiate recreation profession.

3. APPLY

3.1. Apply general sport management concepts to illustrate and solve the basic challenges presently facing collegiate recreation sport managers.

4. ANALYZE

4.1. Discuss the increasing complexity of sport business and how the principles of management, marketing, law, finance, and ethics impact collegiate recreation.

5. EVALUATE

5.1. Evaluate current issues and challenges facing managers in various areas of collegiate recreation.

6. CREATE

6.1. Develop comprehensive materials that further expand course content, examples, and resources.

Rationale* This course was a special topics course offered numerous times over the past several years. This course will now be a permanent offering in the Sport Management Program.**Prerequisites** Admission to Sport Management (SPMG)**Corequisites****Cross-listing****Restrictions****May be repeated****Fee*** none**Fee Justification**

- Planning Info***
- Library Resources are Adequate
 - Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

- Attach syllabus***
- Syllabus has been attached - This is required

SPMG 4000: Collegiate Recreation

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

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

College of Education Mission

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

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course is designed to make students aware of the impact of sports on American culture and society. It includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives; the social organization from play to profession sport; violence and discrimination; women and ethnic minorities in sport; and the socialization implications from participation in sports. Students will use in-depth critical thinking analysis to explore the links that exist between sport and the major spheres of social life. In addition, moral decision-making and ethical dilemmas in sport, leisure, and exercise will be addressed.

Credit Hours: 3.0

Prerequisites: Admission to Sport Management (SPMG)

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) Pedersen, P. M., & Thibault, L. (Eds.). (2014). *Contemporary Sport Management*. Champaign, IL: Human Kinetics.

ISBN: 978-1-4504-6965-4

Suggested Text(s)

- International Journal of Sport Management
- Journal of Sport Management
- International Journal of Sport Finance
- Journal of Legal Aspects of Sport
- Sport Marketing Quarterly
- Recreational Sports Journal
- Journal of Park and Recreation Administration
- Journal of Sport and Tourism
- Journal of Sport Behavior

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

*Course Objectives and Learning Outcomes

At the conclusion of this course, students will be able to:

1. **REMEMBER**
 - 1.1. Identify key terms, concepts, and implications within the collegiate recreation management industry (Barcelona, 2016; NIRSA: Leaders in Collegiate Recreation, 2013).
 - 1.2. Identify local and national organizations and networking opportunities within collegiate recreation management.
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 - 2.1. Demonstrate an understanding of organizational structure and career opportunities available in the collegiate recreation profession.
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5. **EVALUATE**
 - 5.1. Evaluate current issues and challenges facing managers in various areas of collegiate recreation.
6. **CREATE**
 - 6.1. Develop comprehensive materials that further expand course content, examples, and resources.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

*Proctored Exam

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Attendance Policy:

Extra Credit:

Late Work:**Professional Conduct:*****UWG Policies**

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- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
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- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Addendum III

HIST - 6580 - American Foodways

2018-2019 Graduate New Course Request

Curriculum Proposal

Course Prefix* HIST **Course Number*** 6580

Course Title* American Foodways

Long Course Title

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* History

**College - School/
Department*** College of Arts and Humanities Department of History

Catalog Course Description* Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. This course explores how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes At the end of this course, students will be expected to:

- ❖ demonstrate an understanding of the important developments in the formation of American foodways and culture from the pre-Columbian era to the present.
- ❖ conduct historical research on American foodways by producing a formal

research paper based on primary and secondary sources

- ❖ formulate and defend a historical argument in Standard English through written assignments and class discussion
- ❖ exhibit critical thinking skills through written assignments and class discussion
- ❖ demonstrate knowledge of the historiography of American foodways and its changes over time
- ❖ demonstrate knowledge of American foodways as they relate to the theory and practice of public history

Rationale* This course is currently being taught as HIST 6687: Special Topics in American History. We have had great success with the class, and it made enrollment incredibly fast. Students are enjoying it, and so are we professors who are teaching it. The class counts towards the Public History Track and external Public History certificate for our MA program, as well as the Cultural Diversity requirements for students taking additional classes in lieu of taking the foreign language exam. Lastly, the Center for Public History is beginning work on a Cultural Heritage Tourism Certificate, and this course would be included in the list of classes that would fulfill the requirements for that certificate. We are planning on offering the course every few years and expect it to be a popular class with both Public History and non-Public History graduate students.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 16

Attach syllabus* Syllabus has been attached - This is required

History 6580: American Foodways

(While this syllabus is for a Hybrid Course, this class could easily be taught as a 100% online or a more traditional Face to Face class)

Dr. Ann McCleary Office: TLC 3211 Phone: 678-839-6041 (email preferred) Email: amcclear@westga.edu Office Hours: TBD	Dr. Colleen A. Vasconcellos Office: TLC 3208 Phone: 678-839-6032 (email preferred) Email: cvasconc@westga.edu Office Hours: TBD
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Course Objectives

Are you truly what you eat? Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. We will spend the semester exploring how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

Learning Outcomes

At the end of this course, students will be expected to:

- demonstrate an understanding of the important developments in the formation of American foodways and culture from the pre-Columbian era to the present.
- conduct historical research on American foodways by producing a formal research paper based on primary and secondary sources
- formulate and defend a historical argument in Standard English through written assignments and class discussion
- exhibit critical thinking skills through written assignments and class discussion
- demonstrate knowledge of the historiography of American foodways and its changes over time
- demonstrate knowledge of American foodways as they relate to the theory and practice of public history

Special Note:

Students, please carefully review the following information at this link:

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

This link contains important material pertaining to your rights and responsibilities in this class.

Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Course Readings

- ❖ Michael Twitty, *The Cooking Gene: A Journey Through African American Culinary History in the Old South* ISBN 0062379275

- ❖ Kelley Fanto Deetz, *Bound to the Fire: How Virginia's Enslaved Cooks Helped Invent American Cuisine* ISBN 0813174732
- ❖ Judith A. Carney, *Black Rice: The African Origins of Rice Cultivation* ISBN 0674008340
- ❖ Hasia Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration* ISBN 0674011112
- ❖ Jane Ziegelman, *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement* ISBN 0061288519
- ❖ Laura Shapiro, *Perfection Salad: Women and Cooking at the Turn of the Century* ISBN 0520257383
- ❖ Jane Ziegleman and Andrew Cole, *The Square Meal: A Culinary History of the Great Depression* ISBN 0062216422
- ❖ Amy Bentley, *Eating for Victory: Food Rationing and the Politics of Domesticity* ISBN 0252067274
- ❖ Rebecca Sharpless, *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865-1960* ISBN 1469606860
- ❖ John T. Edge, *The Potlikker Papers: A Food History of the Modern South* ISBN 0143111019
- ❖ Andrew Warnes, *Savage Barbeque: Race, Culture, and the Invention of America's First Food* ISBN 0820331090
- ❖ Additional Supplemental Readings

Course Requirements and Evaluation

Attendance Verification

Please note that students who do not actively participate in the class within the first two weeks will be withdrawn by the course at the deadline set by the university. In this class, we will have three mandatory attendance checkpoints during the first week of class:

- (1) introduction assignment (2) the student contract quiz (3) the plagiarism quiz

Students who do not fulfill these requirements, which can be found in the in the *Start Here: Syllabus and Start Items Module*, will be dropped for non-participation. If you are unable to complete these assignments in the allotted time-frame and have documentation to that effect, you should contact us as soon as possible to avoid being dropped after the deadline. Please note UWG's policy on attendance verification as outlined in Section 204 of the UWG Faculty Handbook: "In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to login in to the online course-delivery system by a specific date, or to take other specified steps at the beginning of the session." If you are dropped and do not have sufficient documentation as to why you were unable to complete the attendance assignments as outlined here, that decision is final and you will not be reinstated in the course.

Course Evaluation and Grade Distribution

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Class Participation 20%
- Reaction Papers 20%
- Comparative Recipe Analysis 10%
- Research Paper 20%
- Facebook Group Posts 10%
- Family/Community Foods Essay 10%
- 20th Century Food Case Study 10%

Please see CourseDen for more on the assignments discussed below.

Research Paper

Each student is expected to submit a 10-12 page formal research paper on the topic of his or her choice by the date specified in the syllabus. This paper is 20% of your final grade.

Family/Community Foods Essay

Students will write a 5 page paper on one specific food/meal/dish that has a specific or special meaning to their family and/or community. This paper is 10% of your final grade.

Comparative Recipe Analysis

Students will write a 5 page paper analyzing 3-6 recipes from a specified website. This paper is 10% of your final grade.

20th Century Food Case Study

Students will write a 5 page paper on one specific convenience food or beverage invented during the 20th century. This paper is 10% of your final grade

Reaction Papers

Students are expected to submit a 4-5 page reaction paper at the end of each unit in the specified Assignment Dropbox. Combined, these papers will comprise 20% of your grade.

Facebook Community Group Posts

For each unit, students will be required to make one post to our class's Facebook Community Group based on a specific prompt. Posts must contain some sort of visual item and a discussion of at least 100 words. These posts constitute 10% of your grade.

Class Participation

There are a total of **8 unit discussions** based on that unit's course material, with each discussion receiving a separate grade that will be applied towards your class participation grade. Grades

received for your **mandatory introduction, student contract quiz, and plagiarism quiz** will also be counted towards your class participation grade. Each Online Unit Discussion will be graded on a 25 point scale. Late posts will not be counted towards your unit discussion grades. See the Course Overview Module for more information on Class Participation Guidelines and Grading.

Submitting Assignments to CourseDen

Assignment format: All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) are required for all paraphrased or directly quoted information. The usage of any source outside of CourseDen is not allowed.

Submitting assignments late or outside of CourseDen: Late assignments and discussion posts submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.**

The return of graded work: Assignments and discussions will be graded in one week's time of their scheduled deadlines.

In the event of technical difficulties: It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox.

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. **Technical problems related to computer connections, equipment, or submitting an incomplete or incorrect assignment cannot be used as an excuse for failure to complete assignments or to participate online.**

Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if your personal computer equipment is not working. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.**

A Note about Academic Honesty

We will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and our policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. Plagiarism includes paraphrasing, which may not be taking

a passage word for word, but certainly does not give credit to ideas and/or information. **All assignments will be monitored by Turnitin, and plagiarizers will automatically fail the course.** We will also recommend that UWG administration take action.

Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. Every UWG student agrees upon their admission to the university to uphold the UWG Honor Code, which states: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” UWG students further agree that they will “refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.”

In short, don’t do it. You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Course Overview Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is “when in doubt, cite.”

Federal Privacy Laws and Grades

We cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, we cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and we are happy to do so at any time. Just make an appointment and we’ll talk.

Tentative Course Outline

Unit 1 – Intercontinental Exchanges

In this Unit, students explore the various foodways of indigenous peoples in the Americas, Europeans, and Africans, as well as the beginnings of early American foodways as they developed during this period.

Readings:

Michael Twitty, *The Cooking Gene*, “American Foodways: An Overview,” “Food in History: The Americas,” “In which John Dunton eats oatcake and hare boiled in butter in a Connaught cabin (1698),” and “Seeds of Change: Savoring Africa in the New World.”

Assignments:

- Introduction, Student Contract Quiz, and Plagiarism Quiz due during Week 1

- Unit 1 Discussion: Defining Foodways
- Unit 1 Facebook Community Post on the Columbian Exchange
- Unit 1 Reaction Paper on Unit Themes

Unit 2 – Early American Foodways

This unit examines early American Foodways from the colonial to the Antebellum period.

Readings:

Kelley Fanto Deetz, *Bound to the Fire*, "Refined Crudeness in the Middle Colonies," "In which the Holloway family eat Maize bread and salt beef succotash, Sandwich, New England (1647), "In which Sons of Liberty drink rum punch at the Golden Ball Tavern, Boston (1769)," and "Outsiders, Travelers, and Newcomers Encounter the Early South."

Multi-Media:

2 videos of Walter Staib's Taste of History, PBS.

Assignments:

- Unit 2 Discussion comparing 2 regional foodways
- Unit 2 Facebook Community Post on travel food narratives
- Unit 2 Reaction Paper on Unit Themes
- Traditional Family/Community Foods Essay

Unit 3 – The Plantation South

Foodways of the American South are explored in this Unit, with particular focus on African and African American contributions.

Readings:

Judith Carney, *Black Rice*, "In which a slave family eat maize mush and possum on Middleburg plantation, South Carolina" (1730s), "Hog Meat and Cornpone: Food Habits in the Antebellum South," and "Potlikker: From Slave Plantations to Today."

Multi-Media:

Episode from Paul Prudhomme's Louisiana Cooking, Video on Rice Cultivation and Processing, Online Exhibit: Food and Enslavement in Early America.

Assignments:

- Unit 3 Discussion on African and African American foodways
- Unit 3 Facebook Community Post on cultural continuities seen today
- Unit 3 Reaction Paper on Unit Themes

Unit 4 – Urban and Ethnic America

In this Unit, students explore the changing nature of American foodways by examining the contributions made by the various immigrant cultures who came to America beginning in the mid-nineteenth century and stretching through the mid-twentieth.

Readings:

Jane Ziegelman, *97 Orchard*, Hasia Diner, *Hungering for America*, "Food in History: The Industrial Revolution," Excerpt from, "Trail Mix: Foodways on the Santa Fe and Oregon Trails," and "Was the Taco Invented in Southern California?"

Multi-Media:

2 videos on Chinese-American cuisine

Assignments:

- Unit 4 Discussion on the reinvention and retention of ethnic food traditions in America
- Unit 4 Facebook Community Post on an international market visit
- Unit 4 Reaction Paper on Unit Themes

Unit 5 – Home Economics and Food Reform

Unit 5 explores food reform efforts during the early to mid-twentieth century, as well as the development of Home Economics programs in American schools.

Readings:

Laura Shapiro, *Perfection Salad*, "Home Economics and Domestic Science Come to the Southern Table," "Clarence Saunders: The Piggly Wiggly Man," and "Feeding Baby, Teaching Mother: Gerber and the Evolution of Infant Food and Feeding Practices in the US"

Multi-Media:

Video on the 1920s Kitchen, Video on Sweet Auburn Market in Atlanta

Assignments:

- Unit 5 Discussion on the Home Economics Movement
- Unit 5 Facebook Community Post on *Good Housekeeping* Magazine
- Unit 5 Reaction Paper on Unit Themes
- Comparative Recipe Analysis

Unit 6 – War, The Great Depression, and Government Intervention

How do American foodways change during wartime? How do Americans adjust during the Great Depression? What happens when the Federal Government gets involved? These questions and more are discussed in this unit.

Readings:

Jane Ziegleman and Andrew Cole, *The Square Meal*, Excerpts from *Eating for Victory*, "Curious Recipes from the Great Depression," and "The Undertaker's Meal: Funeral Ceremonies"

Multi-Media:

Photo Essay on Soldier's Ration Kits during WWI and WWII, a short video on Victory Gardens, a short video on Donut Dollies, and the song "Funeral Food."

Assignments:

- Unit 6 Discussion on wartime rationing
- Unit 6 Facebook Community Post on Funeral Food
- Unit 6 Reaction Paper on Unit Themes

Unit 7 – Post War America: Food Culture and Politics

Building upon the politicization of food discussed in Unit 6, Unit 7 expands on these themes to focus on ideas of class, race, and domesticity in the post-war era through the 1970s.

Readings:

John T. Edge, *The Potlikker Papers*, Rebecca Sharpless, *Cooking in Other Women's Kitchens*, Excerpt from *My Mother was the Best Cook in the World*, "My Kitchen Was the World: Vertamae Smart Grosvenor's Geechee Diaspora," and "Southern Food and the Civil Rights Movement."

Multi-Media:

Videos on Housewifery and Cooking Terms, and an interview with servers from Mary Mac's Tea Room in Atlanta

Assignments:

- Unit 7 Discussion Comparing Kitchens through the lens of race, class, gender, or society
- Unit 7 Facebook Community Post interpreting a local restaurant and its food
- Unit 7 Reaction Paper on Unit Themes
- 20th Century Food Case Study

Unit 8 – Modern Foodways

In this final unit, we focus our attentions on modern American foodways as we revisit course themes, redefine American foodways, and discuss the most political food in the south: BBQ.

Readings:

Andrew Warnes, *Savage Barbecue*, Excerpts from *Bound to the Fire*, "Touring the Technological South at Krispy Kreme," "Food Counterculture, Southern Style," "From Collards to Maple Syrup, How Your Identity Impacts the Food You Like," and "Food, Family, and Community: A Collection of Georgia Memories"

Multi-Media:

Interview with Gullah Chef BJ Dennis via the Southern Foodways Alliance

Assignments:

- Unit 8 Discussion on redefining American foodways
- Unit 8 Facebook Community Post on the politics of BBQ
- Unit 8 Reaction Paper on Unit Themes
- Research Paper

School Improvement, Ed.D.

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* School Improvement, Ed.D.

Program ID* 1799

Program Code

Program Type* Doctorate

Degree Type* Doctorate in Education

**College - School/
Department*** Department of Leadership, Research, and School Improvement

Program Description* The mission of the Doctor of School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools.

It is the goal of our program and its faculty that our graduates:

Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.

Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.

Conduct research that can be applied to initiate and sustain PK - 12 school improvement.

Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Status* Active-Visible Inactive-Hidden

**Modifications
(Check all that
apply)*** Program Name
 Track/Concentration

- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- See Comments

Modified Program Name

Modified Program Learning Outcomes

Modified Program Description

- Modification Comments*** Summary of Changes:
- Program continues as 60 credit hour program
 - EDSI 9964 (Advanced Research Seminar) is no longer required
 - EDSI 9902 and EDSI 9903 (Dissertation Mentoring II & III) are no longer required
 - EDSI 9901 (Doctoral Seminar) is revised from two credit hours to three credit hours (and can be repeated for credit once)
 - Area of Concentration focus increases from 12 to 15 credit hours
 - Students are allowed one three credit hour elective in an area of focus

- Rationale*** Revisions are driven by careful consideration of issues involving student progression, UWG's involvement in the Carnegie Project of the Education Doctorate, and the keen insights of program faculty.

Program changes include (1) revising EDSI 9901 to better address issues of progression in research and dissertation, (2) revising most Core Content course learning objectives to meet current standards, (3) strengthening the Area of Concentration component, and (4) re-aligning and better focusing support for dissertations.

Advantages:

- Students will no longer be forced into taking a sequence of research/dissertation support courses before they are ready
- Students will be able to address key areas that are barriers to completion (addressed in the revised EDSI 9901)
- Given the opportunity to re-take EDSI 9901 for credit provides a new level of support for potentially struggling students
- All students will be able to experience a deeper understanding of their research topic
- The elective option allows students to either address areas of remediation, customize learning specific to their dissertations, or learn more about the educational environment which they want to improve
- Better meets the Georgia Professional Standards Commission expectation of credit hours in content areas

Prospective Curriculum*

Program Overview

The mission of the Doctor of School Improvement Program is to

develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools. It is the goal of our program and its faculty that our graduates: Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research. Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement. Conduct research that can be applied to initiate and sustain PK - 12 school improvement. Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Core Coursework

The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study. The required core coursework in the School Improvement program falls within three curricular strands:

Teaching and Learning (9 hours)

Courses include Models of School Improvement and Reform, Instructional Leadership that Facilitates School Improvement, and Models of Professional Development.

Leadership for School Improvement (9 hours)

Courses include Leadership for Diversity in the 21st Century, Policy Analysis for School Improvement and Leadership for Change.

Research and the Effective Use of Data (15 hours)

Courses include Doctoral Seminar, Research Design, Quantitative Research Methods, Qualitative Research Methods, and Program Evaluation.

The Core also includes the following:

AoC (Area of Concentration) (15 credit hours) Approved elective in focused area (3 credit hours) Dissertation (9 credit hours) The School Improvement Orientation (no credit) The Dissertation Prep Summer Institute (no credit).

Application Process

Admission to the Doctor of School Improvement Program is highly competitive. Each spring, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered. Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee. Official GRE scores (Quantitative, Verbal Reasoning, and Analytical Writing) must be sent from ETS to UWG. Scores must be no more than 5 years old. Minimum expected scores are Verbal Reasoning 151, Quantitative Reasoning 145, and Analytical Writing 4.0. Due to the high number of competitive applications received, applicants with scores below the recommended minimum are often not admitted. GRE scores are required--there are no exceptions or allowable substitutions. All applicants must have earned a Master's degree from a regionally or nationally accredited institution. A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work. Three letters of Recommendation: At least one letter must be from a current or past supervisor. (these forms are available, once you apply online) Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an

active e-mail address.

Official Transcripts:

Request official transcripts from institutions that you have attended (must include undergraduate and graduate) even if only for transfer credit. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu. **Essay:** Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional practice or otherwise influenced you. (Include appropriate APA citations) International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office. Finalists will be selected for a telephone or virtual interview.

Transfer of Credits

In this 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 12 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions: work must have been completed within seven years of the date of admission to the Ed.D. degree program; work must have been applicable toward a graduate degree at the institution where the credit was earned; the coursework must be approved by the Ed.D. Director. courses must have been taken post Master's degree; (normally 7000 level courses or above) the courses must meet the thematic requirements for the AoC; and a grade of B or higher must have been earned in the coursework.

AoC (Area of Concentration)

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include: English to Speakers of Other Languages (ESOL) Early Childhood Education Educational Leadership Instructional Technology K-12 Online Learning Media Specialist Reading School Counseling Special

Education (General Curriculum)

For Georgia Students only

The Doctor of School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Early Childhood Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum. The following conditions/restrictions apply: The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field, The student must select the applicable, qualifying certification area as their minimum 12-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program, Educational Leadership students must meet the specific position requirements, and The program does not lead to initial certification. It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

General Academic Standards

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences. A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours.

Academic Standing

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program. Each student is reviewed regularly regarding the following: Academic progress and standards, Ethical, legal, and professional standards

and performance in the program, and Progress on major program assessments. Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

Program of Study

Teaching and Learning (9 hours):

EDSI 9941 Models of School Improvement and Reform

EDSI 9942 Instructional Leadership that Facilitates School Improvement

EDSI 9943 Models of Professional Development

Research (15 hours):

EDSI 9960 Research Design

EDSI 9961 Quantitative Research Methods

EDSI 9962 Qualitative Research Methods

EDSI 9171 Program Evaluation

EDSI 9901 Dissertation Mentoring I

Dissertation (9 hours):

EDSI 9998 Research for Doctoral Dissertation

Leadership for School Improvement (9 hours):

EDSI 9923 Leadership for Diversity in the 21st Century
EDSI 9925 Policy Analysis for School Improvement
EDSI 9933 Leadership for Change

Area of Concentration (AoC) (15 hours)

Total Program: 60 hours

Program Notes: 1. Courses in the (AoC) Area of Concentration (12 hours) may be taken at designated times during the plan of studies.

Approved Elective (3 credit hours)

Desired Effective Semester* Summer

Desired Effective Year* 2019

Program Location* Online

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

- 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

Is Senate Review required?* Yes No

**Ed. D. In School Improvement
College of Education
Advisement Sheet**

Student Name: _____

Student ID: _____

Date Program Start: (Semester/Year): _____

Cohort: _____

COURSE	HR	GR	COURSE	HR	GR
Teaching and Learning	9		Leadership for School Improvement	9	
EDSI 9941 Models of School Improvement and Reform			EDSI 9923/EDLE 8329 Leadership for Diversity in the 21st Century		
EDSI 9942 Instructional Leadership that Facilitates School Improvement			EDSI 9925 Policy Analysis for School Improvement		
EDSI 9943 Models of Professional Development			EDSI 9933 Leadership for Change		
Research	15		Area of Concentration (AoC)	12	
EDSI 9960 Research Design					
EDSI 9961 Quantitative Methods					
EDSI 9962 Qualitative Methods					
EDSI 9171 Program Evaluation					
EDSI 9964 Advanced Research Seminar					
Dissertation Hours	9		Dissertation Mentoring	6	
EDSI 9998 Research for Doctoral Dissertation			EDSI 9901 Dissertation Mentoring I		
			EDSI 9902 Dissertation Mentoring II		
			EDSI 9903 Dissertation Mentoring III		
			Total Program:	60	

Program Notes:

1. Courses in the (AoC) Area of Concentration (12 hours) may be taken at designated times during the plan of studies.
2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

**Cohort 20/Begins Summer 2019
Ed. D. In School Improvement
College of Education
Advisement Sheet**

Student Name: _____

Student ID: _____

Date Program Start: (Semester/Year): _____

Cohort: _____

COURSE	HR	GR	COURSE	HR	GR
Core Content School Improvement	18		Research	15	
EDSI 9923 The Culturally Proficient Leader: Building Inclusive Environments			EDSI 9901 Doctoral Seminar		
EDSI 9925 Policy Analysis for School Improvement			EDSI 9960 Research Design		
EDSI 9933 Leadership for Change			EDSI 9961 Quantitative Methods		
EDSI 9941 Organizational Theories and School Improvement			EDSI 9962 Qualitative Methods		
EDSI 9942 Instructional Leadership that Facilitates School Improvement			EDSI 9171 Program Evaluation		
EDSI 9943 Models of Professional Development					
Elective (Select any one)	3				
<ul style="list-style-type: none"> • EDLE 8304 Leadership for Organizational Change • EDLE 8305 Effective Management • EDLE 8306 Instructional Leadership • EDLE 8312 School Finance • EDLE 8324 Ethical Leadership in Education • EDLE 8329 School Leadership in a Pluralistic & Diverse Society • CEPD 8102 Lifespan Human Development • MEDT 8461 Diffusion of Innovations • MEDT 8463 Issues in Instructional Technology • MEDT 8465 Human Performance Management • ECSE 7560 Contemporary Issues in Education • ECED 7273 Family/Community Involvement for School Improvement • CEPD 8194 Mixed Methods Analysis • Or any other approved 7000 or above course 					
			Area of Concentration (AoC)	15	
Dissertation	9				
EDSI 9998 Research for Doctoral Dissertation					
			Total Program:	60	

Program Notes:

1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.
2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

Rev (9/2018)

Speech Language Pathology, M.Ed.

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

**If other, please
identify.**

Program Name* Speech Language Pathology, M.Ed.

Program ID* 1792

Program Code

Program Type* Master's

Degree Type* Master of Education

**College - School/
Department*** Department of Communication Sciences and Professional
Counseling

**Program
Description*** This professional program is designed to give candidates an advanced knowledge of human communication and communication disorders in preparation for clinical practice in speech-language pathology. Speech and language development, normal anatomical and acoustic bases of communication, characteristics of a variety of communicative disorders, and intervention processes are emphasized. This program leads to certification.

Status*

Active-Visible Inactive-Hidden

Modified Program Learning Outcomes

Modification Comments* It is proposed that the admission requirements be amended to remove the "3-year option for applicants who do not have an undergraduate background in Speech-Language Pathology." The following courses (or equivalents) are required before graduate admission:
SLPA 3790 (Basic clinical course is added, replacing SLPA 3701), 3702, 3703, 3704, 3705, 3760, 4701, and 4703.

The speech-language pathology program is restructuring the curriculum. Students will enroll in the graduate program starting in the summer semester each year (beginning Summer 2019). In addition, the program is proposing to change the order in which the courses are offered, adding SLPA 6761 (a foundational "Methods in Clinical Management" course which will be offered in the first semester of graduate studies, and replacing SLPA 6793). The program plans to reduce the number of clinical practica from four (SLPA 6790, 6791, 6792, 6793) to three (SLPA 6790, 6791, 6792). During Year 1, students will complete all coursework. Year 2 will focus on clinical externships and the comprehensive examination.

SAT score exemption is being modified on Admission Requirements document to address upcoming changes by GaPSC.

Rationale* It is proposed that the admission requirements be amended to remove the "3-year option for applicants who do not have an undergraduate background in Speech-Language Pathology." The degree is built on a foundation of undergraduate courses in speech-language pathology that address the requisite knowledge and skills mandated by certification standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). This foundation in SLP is required before graduate admission and includes the following courses: SLPA 3790, 3702, 3703, 3704, 3705, 3760, 4701, and 4703.

The SLP program proposes the removal of the certification concentration courses, which are no longer needed because the Georgia Professional Standards Commission (GaPSC) recognizes ASHA Accredited programs and does not require further coursework beyond what ASHA requires.

The proposed restructuring of the curriculum would allow students to start in the summer with focus on requisite clinical skills needed to prepare them for the academic courses they will take in the fall semester. This proposed change is also motivated by an earlier graduation date in the spring (compared to summer graduation) of the second year, which would grant candidates more time to seek employment, interview, and get ready for their new jobs.

In addition, the program is proposing to change the order in which the courses are offered, adding SLPA 6761 (a foundational "Methods in Clinical Management" course which will be offered in the first semester of graduate studies, and replacing SLPA 6793). Consistent with most speech-language pathology programs in the nation, the program plans to reduce the number of clinical practica from four (SLPA 6790, 6791, 6792, 6793) to three (SLPA 6790, 6791, 6792). During Year 1, students will complete all coursework. Year 2 will focus on clinical externships and the comprehensive examination, potentially enhancing student externship experiences and full dedication to their clinical practica.

**Prospective
Curriculum*****Prerequisites**

SLPA 3701 Introduction to Communication Disorders 3 SLPA 3702
Speech & Language Acquisition 3 SLPA 3703 Phonetics 3 SLPA 3704
Anatomy & Phys. of Speech & Hearing 3 SLPA 3705 Speech and
Hearing Science 3 SLPA 3760 Articulation & Phonological Disorders 3
SLPA 4701 Language Disorders in Children 3 SLPA 4703 Introduction
to Audiology 3

Plan of Study

SLPA 6701 Stuttering: Theory and Research
SLPA 6702 Voice and Resonance Disorders
**SLPA 6704 Assessment and Treatment of
Neurogenic Communication Disorders**
SLPA 6707 Aural Habilitation and Rehabilitation
**SLPA 6708 Advanced Articulation and Phonological
Disorders**
**SLPA 6711 Assessment & Treatment of
Communication & Swallowing Disorders in a Global
Society**
**SLPA 6713 Neuroanatomy and Neurophysiology of
Speech, Language, Hearing, and Swallowing**
SLPA 6740 Motor Speech Disorders
SLPA 6741 Evaluation and Treatment of Dysphagia
SLPA 6760 Auditory Disorders
**SLPA 6779 Current Trends and Issues in Speech-
Language Pathology**
**SLPA 6784 Research Methods in Speech-Language
Pathology**
**SLPA 6790 Clinical Practicum and Methods in
Speech-Language Pathology I**
**SLPA 6791 Clinical Practicum and Methods in
Speech-Language Pathology II**
**SLPA 6792 Clinical Practicum and Methods in
Speech-Language Pathology III**
 [Right] **
**SLPA 6794 Medical Externship in Speech-Language
Pathology**
**SLPA 6796 School Internship: Speech-Language
Pathology**
SLPA 7720 Language Disorders and Literacy

Elective (May be repeated for credit)

SLPA 6785 Special Topics in Speech-Language Pathology

Concentration (GaPSC Certification)

CEPD 4010 Psychology of Education 3 SPED 3713 Introduction to Special Education w/Mild Disabilities 3 SPED 3714 Behavior and Classroom Management 3 MEDT 6401 Instructional Technology 3

Desired Effective Semester* Fall

Desired Effective Year* 2019

Program Location* Carrollton

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

- 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

Is Senate Review required?* Yes No

Rationale for SLP M.Ed. Program Admission Change

PROGRAM: M.Ed. in Speech Language Pathology

Program Change: Minimum Admission Requirements

Rationale: The M.Ed. in Speech Language Pathology Program

It is proposed that the admission requirements be amended to remove the “3-year option for applicants who do not have a background in Speech-Language Pathology.” The M.Ed. in Speech- Language Pathology prepares students for a professional career in the identification, assessment, and treatment of developmental disorders. Successful completion of program and other professional requirements is designed to lead students toward a master of education degree in speech-language pathology, which is one of the key requirements for independent clinical practice. This degree is built on a foundation of undergraduate courses in speech-language pathology that address the requisite knowledge and skills mandated by certification standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The requested revisions are needed to ensure that students who enter the Speech-Language Pathology graduate program have an undergraduate background in speech- language pathology.

M.Ed. in Speech Language Pathology Program Change Request

DESCRIPTION: It is requested that the Plan of Study for the M.Ed. in Speech Language Pathology be amended to include the following revisions (please see the “proposed” and “current” Programs of Study on the following pages):

- 1) Change the “Total Program Hours” from “63-87 semester credit hours” to “63 semester credit hours”.
- 2) Revise and realign the Program of Study footnotes “A, B, C, D, E, F”.
- 3) Add the “Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE” as an addendum to the Program of Study.

RATIONALE: The requested revisions are needed to support the ASHA/CAA (American Speech Language Association/ Council on Academic Accreditation) reaccreditation credentialing requirements, and to provide competency training for speech language pathology graduate students in preparation for state licensure and certification.

- 1) Changing the “Total Program Hours” from “63-87 semester credit hours” to “63 semester credit hours” is consistent with the 2-year requirements to support the reaccreditation curriculum requirements for the CAA/ASHA (American Speech Language Association/ Council on Academic Accreditation) standards.
 - a. *NOTE:* The current “semester credit hours” required are 63-87 semester credit hours depending upon whether or not a student is admitted with an undergraduate speech language pathology degree, or with some other undergraduate degree, which requires undergraduate prerequisites, as specified in the Program of Study.
- 2) Revise and realign the Program of Study footnotes “A, B, C, D, E, F” to be consistent with the Program of Study changes described in items “1, 2, and 3” in the “Description” and “Rationale” above.
- 3) The “Master of Education: Speech-Language Pathology, Program of Study, REQUIRED COURSE SEQUENCE” addendums will assist both students and advisors in more effectively planning for, and following the Program of Study.

The “Proposed and Current” Programs of Study follow:

Note: ^F Internship and Externship assignments are only approved for “regional sites” to comply with “on campus” meeting requirements. No “distance learning” courses will be approved for these semesters.

University of West Georgia
 MASTER OF EDUCATION
 COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
 Program of Study
 (CURRENT)

Name: _____ SID#: _____

PLAN OF STUDY	Hrs	Gr	Trf/ Sub		Hrs
	59			PREREQUISITES ^{A, C}	24
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3701 Introduction to Communication Disorders	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science	3
SLPA 6711 Assess & TX of CDs in a Global Society	2			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3				
SLPA 6760 Auditory Disorders	3				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3				
SLPA 6784 Research Seminar in Speech–Language Pathology	3				
SLPA 6790 Clinical Practicum and Methods in SLP I**	3				
SLPA 6791 Clinical Practicum and Methods in SLP II**	3				
SLPA 6792 Clinical Practicum and Methods in SLP III*	3				
SLPA 6793 Medical Clinical Practicum & Methods**	3				
SLPA 6794 Medical Externship in Speech-Language Pathology**	6				
SLPA 6796 School Internship in Speech-Language Pathology**	6			Courses for Educator Certification Only	
SLPA 7720 Language Disorders and Literacy	3			CONCENTRATION ^{A, B, C, D, G} (PSC Certification)	12
				CEPD 4101 Psychology of Education	3
				SPED 3713 Introduction to Special Education w/Mild Disabilities	3
ELECTIVE (May be repeated for credit) ^H				SPED 3714 Behavior and Classroom Management ^D	3
				MEDT 6401 Instructional Technology ^E	3
SLPA 6785 Special Topics in Speech-Lang Pathology	1 - 3			TOTAL Prerequisites	24
				TOTAL Concentration (Certification)	12
TOTAL PROGRAM	59-95 ^F			TOTAL Prerequisite requirements	36

I

- Yes No Principles of biological sciences met through core curriculum: Course # _____ Date _____
- Yes No Principles of physical sciences met through core curriculum: Course # _____ Date _____
- Yes No Principles of mathematics met through core curriculum: Course # _____ Date _____
- Yes No Principles of soc/behav sciences met through core curriculum: Course # _____ Date _____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes
CURRENT

- A A grade of C or better is required in courses in these sections.
 - B Minimum 2.5 GPA is required for enrollment in CEPD 4101, MEDT 6401, SPED 3713, and SPED 3714.
 - C Admission to Teacher Education is required before enrolling in these courses.
 - D Substitutions must be approved by advisor.
 - E The prerequisite for MEDT 6401 and MEDT 3401 is any one of the following courses: MEDT 2401 (for those who may have taken it earlier), CISM 2201, CS 1020, CS 1030, and GEOL 2002. Students may pass a competency test to exempt the prerequisite requirement. Contact the Media and technology Department for details.
 - F 64 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology;
88 Hour Program (9 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students without an undergraduate degree in speech-language pathology
 - G Students who choose to earn PSC certification to work in the K-12 school system will be required to complete an additional 12 credit hours. This may extend the number of semesters beyond what is listed above.
 - H This special topics course may be required for remediation and/or an opportunity to gain additional experiences.
- ALL ASHA math and science requirements **must** be satisfied prior to submitting an application for the comprehensive examination.*

****Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech- language pathologist, in cooperation with the program requirements. The applicant for certification in speech- language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**

1. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses.
2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.
6. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6793 and 6794.
7. All students must complete CEPD 4101, SPED 3713, SPED 3714, and MEDT 6401 prior to initial certification. Students may take MEDT 3401 in place of MEDT 6401.
8. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Current

Admission Requirements M.Ed. in Speech Language Pathology

Department of Communication Sciences and Professional Counseling University of West Georgia

- *Guidelines for Admittance*

- All graduate applicants must complete the [online Grad Application](#). A one-time application fee of \$40 is required.
- Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See [Graduate Studies Application Process](#).
- International applicants are subject to additional requirements and application deadlines. See [Procedures for International Students](#).
- Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program Specific Admittance Guidelines

- 3.0 or better GPA
- Official GRE Scores: Recommended combined score (Verbal + Quantitative) of 297 or higher. Recommended Analytical Writing Score of 3.5 or higher.
- 3 Letters of Recommendation from **professional references**. At least two letters should come from university professors who can write about your academic skills and performance. Applicants should use the electronic Recommendation Request Forms available in their accounts after their application has been submitted.
- Personal Statement/Essay
- Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or
- The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following official scores:
 - SAT scores: 1000 on Verbal and Math
 - ACT scores: 43 on English and Math
 - GRE scores: 1030 on Verbal and Quantitative (before 8/1/2011); or GRE scores: 297 on Verbal and Quantitative on or after 8/1/2011)
- Interview - By Invitation Only
- Satisfactory results on the College of Education Criminal Background Check.

Application Deadlines

Admissions Deadline for Fall 2019:

January 15, 2019

Admission Process Checklist

The Graduate Studies Application Process checklist is [available here](#)

One exception: If you will not ever be traveling to a UWG campus or site, you may apply for an Immunization Exemption. Contact the [Immunization Clerk](#) with your request.

PROPOSED REVISION

Admission Requirements

M.Ed. in Speech Language Pathology

Department of Communication Sciences and Professional Counseling University of West Georgia

- *Guidelines for Admittance*

- All graduate applicants must complete the [online Grad Application](#). A one-time application fee of \$40 is required.
- Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See [Graduate Studies Application Process](#).
- International applicants are subject to additional requirements and application deadlines. See [Procedures for International Students](#).
- Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program Specific Admittance Guidelines

- 3.0 or better GPA
- Official GRE Scores: Recommended combined score (Verbal + Quantitative) of 297 or higher. Recommended Analytical Writing Score of 3.5 or higher.
- 3 Letters of Recommendation from **professional references**. At least two letters should come from university professors who can write about your academic skills and performance. Applicants should use the electronic Recommendation Request Forms available in their accounts after their application has been submitted.
- Personal Statement/Essay
- Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or
- The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following official scores:
 - SAT scores:
 - SAT Score Reports dated prior to 7/1/19
 - 1000 on Verbal/Critical Reading, and Math, OR
 - 1000 on Evidence based Reading/Writing and Math
 - SAT Score Reports dated on or after 7/1/19
 - 1080 on Evidence based Reading/Writing and Math
 - ACT scores: 43 on English and Math
 - GRE scores: 1030 on Verbal and Quantitative (before 8/1/2011); or GRE scores: 297 on Verbal and Quantitative on or after 8/1/2011)
- Interview - By Invitation Only
- Satisfactory results on the College of Education Criminal Background Check.
- Eligible applicants must fit one of the following two categories, or provide reasonable evidence at the time of application that they will meet these requirements by the end of the current academic year:
 1. You must have completed a bachelor's degree in communication sciences and disorders, speech and hearing sciences, speech-language pathology, or equivalent.
 2. If you have completed a bachelor's degree in another area, you MUST have also completed post-baccalaureate prerequisite coursework. The following coursework or equivalents (as judged by the program faculty to be adequate to provide knowledge and skills equivalent to those typically gained in a bachelor's degree program) are required: 1. Speech and Language Acquisition 2. Phonetics 3. Anatomy and Physiology of Speech and Hearing. 4. Speech and Hearing Science. 5. Articulation and Phonological Disorders 6. Introduction to Clinical Practicum 7. Language Disorders in Children 8. Introduction to Audiology.

Application Deadlines

Admissions Deadline for Summer 2019:

January 15, 2019

Admission Process Checklist

The Graduate Studies Application Process checklist is [available here](#)

One exception: If you will not ever be traveling to a UWG campus or site, you may apply for an Immunization Exemption. Contact the [Immunization Clerk](#) with your request.

University of West Georgia
MASTER OF EDUCATION
COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
 Program of Study (**PROPOSED** for Summer 2019)

Name: _____ SID#: _____

PLAN OF STUDY ^{A, B}	Hrs	Gr	Trf/ Sub		Hrs
	63			PREREQUISITES ^{A, B}	24
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3790 Introduction to Clinical Practicum: Observation	3
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition	3
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics	3
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing	3
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science	3
SLPA 6711 Assess & TX of CDs in a Global Society	3			SLPA 3760 Articulation & Phonological Disorders	3
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children	3
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology	3
SLPA 6741 Evaluation & Treatment of Dysphagia	3				
SLPA 6760 Auditory Disorders	3				
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3				
SLPA 6784 Research Seminar in Speech-Language Pathology	3				
SLPA 6790 Clinical Practicum and Methods in SLP I ^{** F}	3				
SLPA 6791 Clinical Practicum and Methods in SLP II ^{** F}	3				
SLPA 6792 Clinical Practicum and Methods in SLP III ^{* F}	3				
SLPA 6761 Methods of Clinical Management	3				
SLPA 6794 Medical Externship in Speech-Language Pathology ^{** F}	6				
SLPA 6796 School Internship in Speech-Language Pathology ^{**F}	6				
SLPA 7720 Language Disorders and Literacy	3				
ELECTIVE (May be repeated for credit) ^D					
SLPA 6785 Special Topics in Speech-Lang Pathology	3				
				TOTAL Prerequisites	24
TOTAL PROGRAM ^C	63				

- Yes No Principles of biological sciences met through core curriculum: Course# _____ Date _____
 Yes No Principles of physical sciences met through core curriculum: Course # _____ Date _____
 Yes No Principles of mathematics met through core curriculum: Course # _____ Date _____
 Yes No Principles of soc/behav sciences met through core curriculum: Course # _____ Date _____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes
(PROPOSED for Summer 2019)

- A A grade of C or better is required in courses in these sections.
- B Substitutions must be approved by advisor.
- C 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology.
- D This special topics course may be required for remediation and/or an opportunity to gain additional experiences.
- E ALL ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination. ASHA Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.
Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.
- F Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

****Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech-language pathologist, in cooperation with the program requirements. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**

1. Students who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to admittance and enrollment in graduate speech-language pathology courses.
2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.
3. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6793 and 6794.
4. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Student's Signature Date

Advisor's Signature Date

Master of Education: Speech-Language Pathology Program of Study REQUIRED COURSE SEQUENCE (PROPOSED... Effective Summer 2019)				
First Year				
SUMMER	Course Description	CR HRS	SEMESTER	
SLPA 6711	Assessment and Treatment of Communication and Swallowing Disorders in a Global Society	3	1	
SLPA 6713	Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing	3	1	
SLPA 6761	Methods of Clinical Management	3	1	
	Hours	9		
FALL				
SLPA 6784	Research Methods in Speech-Language Pathology	3	2	
SLPA 6708	Advanced Articulation and Phonological Disorders	3	2	
SLPA 6760	Auditory Disorders	3	2	
SLPA 6790	Clinical Practicum and Methods in Speech-Language Pathology I	3	2	
SLPA 6704	Neurogenic Communication Disorders	3	3	
	Hours	15		
SPRING				
SLPA 6779	Current Trends and Issues in Speech-Language Pathology	3	3	
SLPA 6702	Voice and Resonance Disorders	3	3	
SLPA 6741	Evaluation and Treatment of Dysphagia	3	3	
SLPA 6791	Clinical Practicum and Methods in Speech-Language Pathology II	3	3	
SLPA 7720	Language Disorders and Literacy	3	3	
	Hours	15		
SUMMER	Second Year		CR HRS	SEMESTER
SLPA 6740	Motor Speech Disorders	3	4	
SLPA 6701	Stuttering: Theory and Research	3	4	
SLPA 6707	Aural Habilitation and Rehabilitation	3		
SLPA 6792	Clinical Practicum and Methods in Speech-Language Pathology III	3		
	Hours	12		
FALL				
SLPA 6796	School Externship: Speech-Language Pathology	3	5	
SLPA 6794	Medical Externship in Speech-Language Pathology	3	5	
	Hours	6		
SPRING				
SLPA 6796	School Externship: Speech-Language Pathology	3	6	
SLPA 6794	Medical Externship in Speech-Language Pathology	3	6	
	Hours	6		
TOTAL HOURS		63		

Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

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

If other, please identify.

Program Name* Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader

Program ID* 1826

Program Code

Program Type* Certificate

Degree Type* Post Master's Certificate

College - School/Department* Tanner Health System School of Nursing

Program Description* The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership. Admission is limited to registered nurses licensed in Georgia with an earned master's degree in nursing from CCNE accredited program.

Status* Active-Visible Inactive-Hidden

**Modified Program
Learning
Outcomes**

**Modification
Comments*** Aligned with new plan of study that began Fall 2018 as well as the accreditation agency requirements and removal of N6107 Patho and Pharm.

Rationale* Aligned with new plan of study that began Fall 2018 as well as the accreditation agency requirements and removal of N6107 Patho and Pharm.

**Prospective
Curriculum***

Courses (10 credit hours)

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at University of West Georgia Tanner Health System School of Nursing including 425 practicum hours. Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6106: Pathophysiology and Pharmacology.

Semester 1 - (Fall - 5 semester hrs)

**NURS 6122 Health Systems Leadership Clinical
Nurse Leader Practicum I**

**NURS 6124 Health Systems Leadership Role of the
Clinical Nurse Leader**

Semester 2 - (Spring - 8 semester hrs)

**NURS 6123 Health Systems Leadership Clinical
Nurse Leader Practicum II**

**NURS 6125 Health Systems Leadership Clinical
Nurse Leader Seminar**

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2019

**Program
Location*** Online

**Is this a School of
Nursing
Program?*** Yes No

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

- 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**

**Is Senate Review
required?*** Yes
 No



SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN
HEALTH SYSTEMS LEADERSHIP
CLINICAL NURSE LEADER

Full Time Four Semester Plan of Study (36 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (9 hours)			Spring Semester II (9 hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3
N6102	Role of the Caring Healthcare Professional	2-0-2	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
N6103	Health Promotion and Advanced Health Assessment	2-3-3	N6106	Pathophysiology and Pharmacology I	3-0-3
N6900	Scholarly Writing	1-0-1			
Fall Semester III (10 hours)			Spring Semester IV (8 hours)		
N6107	Pathophysiology and Pharmacology II	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6122	Health Systems Leadership CNL Practicum I	0-8-2	N6123	Health Systems Leadership CNL Practicum II	0-20-4
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	1-0-1
N6109	Informatics, Technology and Healthcare Outcomes	2-0-2			

*N6999 Thesis Option is Variable Credit (3-6)

Once admitted to the program please complete the following:

Completion of undergraduate statistics must take place during the first semester of study, if this admission criterion has not been met. Undergraduate statistics completed yes _____ no _____

Application for Certificate Completion must be made one semester in advance of anticipated graduation. Forms are located here: <http://www.westga.edu/registrar/756.php>

Students are responsible for reading the MSN Handbook located at the SON website <http://www.westga.edu/~nurs/>

It is the student's responsibility to notify the Graduate Studies Associate if the plan of study changes.

Student Mailing Address: _____

Email Address: _____

Phone: (H) _____ (WK) _____ (C) _____

Advisor

Student Signature

Date

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

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

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at the University of West Georgia Tanner Health System, School of Nursing including 425 clinical practicum hours.

Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of



the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; and N6106: Pathophysiology and Pharmacology

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

A description of each of the above courses can be found in the UWG Graduate Catalog.
 Rev.04/19/13, 02.02.15 ,02/26.16, 02/28/2018 Plan implementation Fall 2019



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP
 CLINICAL NURSE LEADER
Full-time Plan of Study Option B

Semester Plan						
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Name
Fall Semester I (7 hours)						
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	Summer Semester I (6 Hours)
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	Health Promotion and Advanced Health Assessment
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3	Epidemiology for Nursing Education and Practice
Fall Semester II (8 hours)						
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	Spring Semester II (8 hours)			
N6122	Health Systems Leadership CNL Practicum I	0-8-2	N6123	Health Systems Leadership CNL Practicum II	0-20-5	
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	3-0-3	

*Two years (5 semesters), 38 total hours via 100% asynchronous format
 Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).
 Note: A minimum of five total semester hours necessary for financial aid eligibility.
 SW_ 2/28/2018

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

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at the University of West Georgia Tanner Health System, School of Nursing including 425 clinical practicum hours.

Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of



the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; and N6106: Pathophysiology and Pharmacology

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

A description of each of the above courses can be found in the UWG Graduate Catalog.
 Rev.04/19/13, 02.02.15 ,02/26.16, 02/28/2018 Plan implementation Fall 2019



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

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

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

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

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

ANTH - 5950 - Directed Research

2018-2019 Graduate Revise Course Request

Curriculum Proposal

Course Prefix* ANTH

Course Number* 5950

Course Title* Directed Research

Long Course Title

Lec Hrs 0

Credit Hrs 3

Lab Hrs 0

Course Type* Anthropology

**College - School/
Department*** College of Social Sciences Department of Anthropology

**Catalog Course
Description*** Directed field or laboratory research. Students must propose a detailed plan of research stating problem and methods and secure the written permission of a supervising instructor before registration.

Frequency 0

Grading Graduate Standard
Letter

- Modifications
(Check all that
apply)***
- Course Title
 - Prerequisites
 - Corequisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency

- Grading
- Fee
- Repetition
- See Modification Comments Below

Revised Course Title

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Catalog Description

Revised Credit Hours 1-4

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - May be repeated No

Modification Comments* We would like to make this variable credit between 1-4 credit hours. This makes it flexible enough to meet various student needs for directed research opportunities.

Present or Projected Annual Enrollment* 1

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective

Desired Effective

Semester*
Fall

Year*
2019

**Is Senate Review
Required?*** Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 13284

Addendum IV

QEP Common Writing Rubric: Spring 2018 (April 20)

SCORE	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Learning Characteristics	Criteria	Criteria	Criteria	Criteria
<p>I: Adapt written communication to specific purposes and audiences.</p> <p><i>Target: clarity and comprehensibility of language</i></p>	No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.	Some sentence-level errors interfere with the comprehension and clarity of the response.	Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.	Pervasive sentence-level errors render the response incomprehensible.
<p>II: Synthesize and logically arrange written presentations.</p> <p><i>Target: organization of ideas</i></p>	The response has a focus and exhibits excellent logical development and organization of ideas.	The response has a focus and exhibits an overall understanding of logical development and organization of ideas.	The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.	The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.
<p>III: Recognize and identify appropriate topics for presentation in writing.</p> <p><i>Target: critical thinking</i></p>	The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.	The response demonstrates independent critical thinking occasionally.	The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.	The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.

Spring 2018 Results Summary

		Adapt	% of count w/Values	% of Total Count	Synthesize	% of count w/Values	% of Total Count	Recognize	% of count w/Values	% of Total Count						
1																
2	1	4	1.6%	1.3%	13	5.3%	4.1%	15	6.1%	4.7%						
3	2	49	19.8%	15.3%	115	46.6%	35.9%	84	34.0%	26.3%						
4	3	151	61.1%	47.2%	98	39.7%	30.6%	112	45.3%	35.0%						
5	4	43	17.4%	13.4%	21	8.5%	6.6%	36	14.6%	11.3%						
6	Count w/ numeric values	247	100.0%	77.2%	247	100.0%	77.2%	247	100.0%	77.2%						
7																
8	N/A	3		0.9%	3		0.9%	3		0.9%						
9	x	45		14.1%	45		14.1%	44		13.8%						
10	no sample	25		7.8%												
11	(blank)				25		7.8%	26		8.1%						
12	Total Count	320		100.0%	320		100.0%	320		100.0%						
13																

Addendum V

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Appendix

Minutes of November 12, 2018 Meeting

Budget Committee

Faculty Senate

Approved for Submission with Minutes November 28, 2018

Part I: System-Wide Initiatives

1) Discuss the major actions undertaken as a part of your Momentum Year plan. What components are still in the development or implementation phases? From a financial perspective, how has your institution invested in your Momentum Year plan and what were the sources of funds? Describe strategy taken in scaling co-requisite model. Discuss any early results to date.

Since the initial Momentum Year Summit in February 2018, the University of West Georgia has developed a strategic plan aligned to the major areas of the Momentum Year and has begun work on accomplishing the goals identified in the plan. West Georgia's progress thus far and our next steps are described below.

Action 1: Co-Requisite Labs

Implementation: As part of its Momentum Year initiatives, UWG has developed new co-requisite lab sections (ENGL 1101L, MATH 1111L, and MATH 1001L) which were approved by the faculty senate in Spring 2018. These are one-credit hour (two contact hours/week) co-requisite labs. Collaborative work among the two academic departments, the Admissions Office, the Advising Center, the Registrar, and the Provost's Office led to the development of criteria for determining placement in the co-requisite labs based on test scores. Design of the co-requisites is modeled after the best practices outlined at the USG Learning Support Academy meetings last year. The core section and the co-requisite lab section are taught by the same faculty member, and each core section includes a mixture of students who are and are not required to take the co-requisite lab section. Cohorts of English and Math faculty worked over the summer to develop the co-requisite labs with funding support from the Provost's Office. An assessment plan for the co-requisite labs is in place for Fall 2018.

Development and Scaling: Pilot sections of ENGL 1101L and MATH 1111L are being offered in Fall 2018. In Spring 2019, additional sections of ENGL 1101L and MATH 1111L, along with MATH 1001L, will be scheduled as UWG expands the co-requisite lab model. In Spring 2019, UWG plans to offer one fully online section of ENGL 1101L and MATH 1001L for adult learners who are taking all of their courses online. Full implementation of ENGL 1101L, MATH 1001L, and MATH 1111L will occur in Fall 2019 to meet the USG timeline target.

Co-Requisite Placement and Exemption: Students may be exempted from the co-requisite labs in any one the following ways:

Co-Requisite ENGL 1101L

- Student has an ACT English score of 16 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the "old" SAT.
- Student has an SAT Reading test score of 24 or higher on the "new" SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.

Co-Requisite MATH 1111L

- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has an ACT Mathematics score of 17 or higher.

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- Student has an SAT Mathematics score of 400 or higher on the "old" SAT.
- Student has an SAT Math test score of 22 or higher on the "new" SAT.
- Student has an Accuplacer Elementary Algebra score of 79 or higher.

Action 2: Academic Focus Areas or Meta-Majors

Implementation: Utilizing the Administrative Council (a monthly meeting of deans, associate deans, department chairs, and support staff), the leadership team in the Provost's Office worked to coordinate the development of academic focus areas or meta-majors. Since student advising on campus is divided among the Advising Center and the academic college, communication and collaboration were essential throughout the process. From this work, nine academic focus areas or meta-majors were identified, created, and approved by the faculty senate: Arts, Business, Education, Health Professions, Humanities, Social Sciences, STEM - Science Focus, STEM - Technology Focus, and Wellness and Sports. Each focus area includes three common courses totaling nine credit hours that students will take in the first year. Collaboration between the colleges, the Advising Center, the Registrar, ITS, and the Provost's office led to the inclusion of the new focus areas in Banner for purposes of admissions and advisement.

UWG implemented and utilized the new focus areas this summer during new student orientation. All entering students who had not declared a major were advised and placed into a focus area at that time. As of Fall 2018, UWG can now track the progression of students in focus areas, including their progress in the required focus area courses.

Development: As UWG analyzes the assessment data, refinements will be made to the focus area process as well as the focus areas themselves. Conversations are emerging already among the colleges about the alignment of some majors to the different focus areas—especially those connected to health and wellness professions. UWG also will be working on printed and web-based materials to better describe focus area options and their value to students and parents.

Action 3: Development of Academic or Purposeful Mindset

In 2017-2018, the UWG Momentum Year Implementation Team conducted an inventory of all academic and student affairs current academic mindset practices. Academic mindset practices refer to ways students can build confidence in themselves. At its core it puts into practice the belief anyone can learn with effort and practice.

Because work on co-requisites and focus areas needed immediate attention for a Fall 2018 implementation, UWG did not make as much progress developing a campus-wide academic mindset plan aligned to the inventory of practices. However, in addition to the work going on across campus identified in the inventory, a number of specific initiatives have emerged that will be implemented in 2018-2019.

Early Alert: UWG has embedded an electronic early alert notification in all classes for a number of years through a partnership between Student Affairs and Academic Affairs. However, utilization of the Early Alert system by faculty has been inconsistent. Beginning in 2018-2019, faculty teaching 1000- and 2000-level courses have been actively encouraged and are expected to utilize the alert notification process for students who are not making significant progress in a class (grades, absences,

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etc.). This expectation merged from work in UWG's G2C (Gateways to Completion) courses where early alert is a requirement. This new process has already resulted in an increase in the utilization of early alert by faculty, which is at 80% this fall, the highest percentage yet. Some logistical challenges with the early alert process exist, so Student Affairs and Academic Affairs are working collaboratively to improve the overall process.

Academic Mindset Survey: UWG has worked to improve distribution channels and student response to the USG Academic Mindset Survey. Because of timing in 2017-2018, there was very little coordination or communication about the survey and as a result we saw a fairly low student response. To address this problem, we have implemented the following for 2018-2019:

- Student Affairs and Academic Affairs worked collaboratively to create a more effective strategy for distribution and success. We will model the procedures that UWG used to increase the student response success with the NSSE survey that was administered in Fall 2017.
- UWG will also utilize First-Year Seminars and Learning Communities to coordinate and reinforce student access and response to the mindset survey.

Faculty Development: Work began in summer 2018 to increase faculty awareness and understanding of academic mindset and its influence on student success. Academic mindset was an area of focus at the Provost's Summer Symposium, a two-day event that brought together 40 faculty and staff to work on the next steps in UWG's LEAP West! Campus plan. New Faculty Orientation will include a unit on academic mindset that will introduce the concept to new faculty and outline faculty roles in creating a purposeful academic mindset for students. Lastly, academic mindset is being more purposefully integrated into the campus work on High Impact Practices (HIPs) and Guided Pathways.

Action 4: Financial Investment in UWG's Momentum Year Plan

Financial support for the components of our plan include the following:

- UWG has actively invested funding in first-year student retention and success through the Gateways to Completion (G2C) initiative, a partnership between the University System of Georgia and the John Gardner Institute.
- UWG joined G2C in 2016 as one of the initial Cohort I institutions and identified five core courses for participation in the project, more than any other USG institution: ENGL 1101, MATH 1112, BIOL 1007, HIST 2111, and ACCT 2101. UWG continues its financial investment this year with these five courses. While work on G2C began prior to the Momentum Year initiative, the two projects are connected since course redesign efforts in these core classes are directly linked to first-year student success.
- UWG funded three new full-time core instructor lines in mathematics to support the full implementation of co-requisite MATH sections beginning in Fall 2018.
- The Provost's Office provided professional development funding over the summer for faculty from English and Math to work on the course design of the co-requisite labs and alignment with ENGL 1101 and MATH 1111 respectively.
- The Center for Teaching and Learning and the Provost's Office provided funding to send 4 faculty and the CTL Director to a week-long course redesign workshop at the University of Virginia in May 2018. All four faculty who attended--including one each from English and

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Math who working directly with our Momentum Year courses in English and Math--are involved in the G2C efforts on campus.

- In Fall 2018, the Provost's Office provided funding for Dr. Sandra McGuire, one of the leading national experts on Academic Mindset, to visit campus. Two campus-wide presentations were scheduled, one to faculty and staff and one to students.
- The UWG Center for Teaching and Learning facilitated a faculty reading group on McGuire's, *Teach Students How to Learn*. Currently, UWG is piloting McGuire's textbook, *Teach Yourself How to Learn*, in some first-year seminar sections with plans to expand the number of sections using this book on metacognition and academic mindset in Fall 2019.

2) Provide an update on the status of the Comprehensive Administrative Review at your institution. Have you begun to implement the CAR action plan and, if so, what savings have been realized and where have the funds been reinvested? Who on your campus is on the design team tasked with recommending organizational changes to the President?

In May of 2017, the University System of Georgia embarked on the Comprehensive Administrative Review (CAR) initiative aimed at examining current administrative practices within each USG institution as well as the USG System Office in order to develop and implement a 21st century operational model in a multi-campus diverse University system. The University of West Georgia participated as a phase I institution and acted as the pilot engagement model for development of the CAR process templates to be used explicitly by USG institutions throughout the project. Our campus undertook this effort with positivity and vigor and as a result achieved high participation and response rates and ultimately with constructive results.

In March 2018, Huron Consulting completed their UWG Summary of Initial Findings and Observations report to UWG for review and response. Noted in Huron's report, UWG is operating very efficiently:

“West Georgia's expenditure base is approximately 66% of the average of its self-identified peers. On a normalized relative basis, West Georgia concentrates greater spending in Academic Support, Instruction, and Student Services than its self-identified peer average.” Furthermore, “West Georgia's core expenditure base, and expenses per student FTE, are below its peers.”

UWG thoroughly reviewed this report and accordingly prepared an Action Plan Response developed by our 14 member Action Plan Response Team. UWG also employed this experience to aid in the development of a model universal Action Plan Response Template and Project Tracker to be utilized as a guide by other participating USG institutions.

The executive summary in the Response Report and Project Tracker detailed organizational modification, strategic redirection of identified savings, position modification and/or elimination, and direct savings to students via reduction.

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Summary:

The quantitative impact of all outcomes of the CAR process at UWG is approximately \$1,081,000 in savings for FY19 and projected FY20. This includes 18.3 positions identified for reorganization, restructuring, and/or elimination. The 18.3 positions are comprised of 12 positions from the Spans and Layers analysis, 1 additional from SAEM and AA as identified in the Opportunities for Improvement and Project Tracker, and 4.3 eliminated positions from UWG's FY19 budget request. UWG also reduced undergraduate eTuition charged to students by 33% with an estimated \$1.64M in annual tuition savings. The reduced eTuition revenue will be covered through a combination of CAR savings and use of state growth funds allocated to UWG for FY19. Specifically, \$659,922 of the \$1,081,000 in CAR savings will be strategically redirected to direct instruction previously supported by undergraduate eTuition differential. \$421,160 of the total savings will be strategically redirected to sustained operational growth/cost avoidance through process improvement and re-organization.

Specific detail of the organizational restructuring and/or modifications that resulted in the 18.3 positions are presented in the Project Tracker and Action Plan Response document included with this submittal. Specific detail on each action that resulted in a savings was identified in Tab A of the Project Tracker. Detail on how and where the redirection of each identified savings was allocated can be found on Tab B of the Project Tracker.

Final copies of UWG's CAR Action Plan Response and Project Tracker were submitted on June 15, 2018 for Chancellor review and approval. Official approval was granted by the Chancellor for implementation of this plan in accordance with the stated and approved objectives effective July 1, 2018.

As of the writing of this Budget Narrative, all actions identified on the UWG CAR Action Plan Response and Project Tracker are being implemented and are aligned with the target dates and savings impact. Currently, UWG leadership and key members of the Action Plan Response Team are reviewing opportunities in a Phase II approach to CAR identified savings for FY20 implementation. UWG CAR Phase II FY20 savings analysis and reporting will be completed by spring 2019, documented via the Project Tracker, submitted for approval to the Chancellor, and implemented July 1, 2019. Further updates will be provided at our scheduled Budget Hearing in early spring 2019.

3) Describe the process that your institution is using to evaluate the level of benefits or payroll staff needed post-conversion to OneUSG Connect. What positions are expected to have time redirected to new duties and what positions can be (or have been) eliminated? Also, list any third-party costs related to human capital management previously incurred, including software, professional consultants, or outsourced services, that will no longer be needed by the institution in FY19 or beyond.

As we noted in our response last year, UWG undertook a complete review of our current work processes performed by staff in the areas of Human Resources, Payroll, and Budget. The existing work assignments were compared to the new data structure, security roles, and access points in OneUSG. To ensure appropriate separation of duties and to maximize efficiencies in data entry, we adjusted our organizational structure as follows:

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- A new unit (Data Management) within Human Resource was created to perform the employee set up function (Job Data, Personal Information). The new system requires the completion of more data elements and each transaction takes about 10 minutes longer to complete.
 - An existing position in Benefits was redirected to a Records Management position in the Data Management area for data entry.
 - The HR Operations Director position became vacant and was repurposed to a Title 9 Investigator and Records Management position in Data Management area for data entry.
 - A new position was created in Data Management to supervise the two staff, assist with training, prepare practitioner guides, and troubleshoot employee data issues.
- The two remaining benefit's staff now enter benefits data into OneUSG. Previously they performed no data entry in ADP.
- The Payroll function was moved from Human Resources to the Controller's Office to improve our reconciliation processes and ensure appropriate separation of duties.
- Payroll staff are setting up employees' time, direct deposit, and tax data.
- Position Management and funding (commitment accounting) remain a function of Budget Services. The Budget staff also assist with troubleshooting, training, and preparing documentation for practitioners and end users as well as create and process retro adjustments.

In 2014, UWG developed an electronic Personnel Action Request (PAR) form using Core Integrator software. We will continue to use this system until Careers is implemented for new hires and vacant positions are accessible to process transactions in Manager Self Service.

Currently, we are paying Core Integrator \$12,185 per year for our ePAR form software and People Admin \$59,000 per year for the talent acquisition, evaluations, and position management modules which will continue through FY2020. PeopleAdmin does not grant partial year contracts. Our current plan is to implement PeopleSoft Careers in Spring 2019 and MSS once access to vacant positions is developed. We will continue to use the Core Integrator software to improve the timeliness and efficiency of other approval processes throughout the university.

Part II: Enrollment

4) Discuss enrollment trends over the past three years (fiscal years 2017, 2018 and 2019). Discuss factors impacting enrollment. What are your enrollment projections for the next two years (Fall 2019 and Fall 2020)? What enrollment management strategies and software are employed at your institution and how effective are they? Discuss trends in online enrollment. To what extent are the trends driven by dual enrollment students? What steps has your institution taken to enroll dual enrollment students post-high school graduation? Use data available to highlight success in this area.

UWG is experiencing record enrollment (headcount) for the eighth year in a row. Aligned with the University System of Georgia Strategic Imperatives 1 and 3, UWG is committed to recruiting, retaining, progressing, and graduating students within four years.

In Fall 2018 we have achieved increased enrollments in New Freshman (+52 or +2.4%) and New Graduate students (+ 129 or +21.28%), but experienced a slight decrease in Dual

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Enrollment (-87 or -10.5%) and New Transfer (-72 or -2.6%) populations. For the Dual Enrollment population we had a decrease of 72 students due to Savannah Christian deciding to go with another provider (they were previously engaged with UWG through eCore). Even so, the net change in dual-enrolled students shows continued promise as this is less than the number of Savannah Christian students who were enrolled. We are continuing the strategy of working with smaller and rural schools to provide Dual Enrollment (with or without eCore) so they can provide college-level coursework to their students. Overall, for New Student enrollment we were down 1.7% in New Undergraduates and up 21.28 percent in New Graduate students.

Overall, undergraduate enrollment (including Dual Enrollment) is down slightly by 0.84 percent. However, graduate enrollment increased by 13.4%. Our out-of-state enrollment was up 9.3 percent on the strength of the Boarder State Waiver (see question 6). We only had the ability to market the waivers for a half a year, so we are expecting that the enrollment will grow in future years, and the inquiry and application numbers are already strong and bearing that out.

UWG, though, is committed to thorough analysis of our enrollment trends, and will make the adjustments necessary to recapture markets in which we have declined, and to open new markets that have potential for our future growth. Because of the forecasted decline in GA High School Graduates for the next two years, we are being careful to diversify our new student recruitment to include more dual enrollment, adult, military-connected, out of state, international, and transfer student markets. We will continue to invest in Graduate enrollment as that market is strong and continuing to increase.

Headcount Enrollment

	Fall 16	% Change	Fall 17	% Change	Fall 18*	% Change
Overall	13,308	3.7%	13,520	1.59%	13,733	1.6%
Overall New Enrollment	4,005	1.73%	4,037	-.08%	4,106	1.7%
Dual Enrollment	483	32.3%	680	40.79%	608	-10.5%
Undergraduate (includes dual enrollment)	11,155	3.74%	11,229	.66%	11,135	-.84%
New Undergraduate	3,498	5.84%	3,429	-1.9%	3,369	-1.7%
Graduate	2,153	3.46%	2,291	6.4%	2,598	13.4%
New Graduate	507	-11.5%	608	19.9%	737	21.2%

**Numbers before official census*

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Enrollment Projections (Fall 19 and Fall 20)

Enrollment, retention, and progression are key drivers of institutional performance. West Georgia is positioned to grow slightly in new student enrollment. This is in line with the USG Strategic Imperative –Academic Excellence and Degree Completion and our UWG Strategic Imperative 1— Student Success.

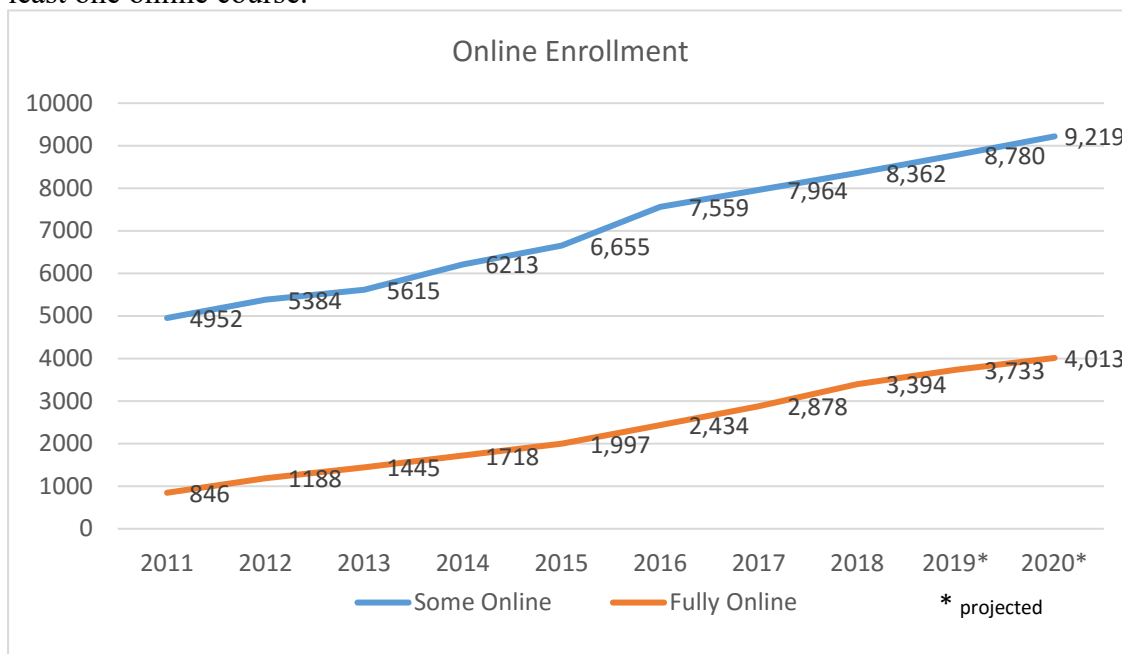
Because Carl Vinson Institute enrollment projections are based on past enrollment trends, without regard to specific institution market realities, it is unlikely that UWG will meet the Vinson projections in the near future. We have had several incredibly successful years—outpacing the Vinson projections and creating record new student and overall enrollment. However, in the current year, with the external market changing dramatically, our pace of increase is slowing overall. We project slowing but continuing progress in Dual Enrollment and Graduate Students, but little increase in new Freshmen and Transfer students. This is why it becomes very important that we open new markets including out of state, adult and military, and international.

	Fall 2018 Actual*	Fall 2019 Projection	Fall 2020 Projection
New Freshmen	2,227	2,176	2,220
Dual Enrollment	608	669	702
Total Undergraduates	11,135	11,083	11,111
Total Graduate	2,598	2,754	2,864
Total Overall	13,733	13,837	13,975

*Numbers not official

Trends in Online Enrollment

Online enrollment, including eCore enrollment, is a major part of our overall enrollment strategy. In Fall 2018, 58.9% of UWG students are enrolled in at least one online course (defined as more than 50% online). The chart below demonstrates the trend in UWG headcount enrollment engaged in at least one online course.



Enrollment Management Strategies

The University of West Georgia has a complete **Enrollment Management** structure where all enrollment-related functional areas are organized in one Division and report to an Associate Vice President of Enrollment Management. We are in the 13th year of this structure. The strategies are integrated and run the gamut from general recruitment in Admissions, to enrollment services provided by the Registrar's office, Financial Aid, and our first-stop shop, the Enrollment Services Center. Additionally, academic advising and academic support services (tutoring, supplemental instruction), and at-risk intervention are provided by the Advising Center and the Center for Academic Success. Finally, we have an office of New Student Programs (paired with a full First-Year Experience program in Academic Affairs) and together they include a first year seminar class, learning communities, living/learning communities, freshman interest groups, mentorship programs, and several other related first year programs.

To provide further support of the retention, progression, and graduation programs and to help advance the University's Complete College Georgia and Momentum Year programs, the University is in year five of a Student Success Collaborative (SSC Campus) relationship with the Educational Advisory Board. This initiative features a strong collaborative effort between Academic Affairs and Student Affairs and focuses on the Academic Success of our students. This is the same initiative that Georgia State has used to significantly increase retention, progression, and graduation.

All of these programs combined are the foundation for our retention, progression, and graduation initiatives, and are very involved in our Complete College Georgia and Momentum Year plan. They collaborate closely with Academic Affairs, individual college offices, and campus programs to provide programs and services around student success.

Enrollment Related Software

- Elucian Banner
- Axiom
- Elucian Extender
- Elucian Recruit (UG and Grad)
- Sparkpost whitelisting software
- Twillio text messaging
- Elucian Degree Works
- EAB SSC Campus
- EAB Guide
- College Scheduler
- Footprints CRM Ticketing

We believe that the combination of the software solutions above are effective in allowing us to manage our enrollment funnel and in providing effective service to our students. We are constantly working on making the solutions more efficient and effective utilizing as much functionality of each of them as possible. The most impactful this past year was the implementation of Campus Logic—allowing us to cut processing time tremendously and creating a short turn-around for students even in peak times.

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The most expensive solution we have is SSC Campus from EAB. This product has taken a while to “dial in” but we believe that it is now starting to show promise to provide the ROI that is expected. We are heavy users of the product according to EAB, as we have deployed it to many offices beyond just advising and academic support.

Dual Enrollment Strategies

When Dual Enrollment (DE) students attend the mandatory orientation, we begin the process of recruiting them to remain at UWG for their undergraduate program. Advisors meet with all DE students in Fall term to discuss the admission application, scholarships, housing, and financial aid—all with the intent that they will remain at UWG. Once they complete an application, they are entered into the freshman communication plan and they get the full complement of recruitment publications and directions to register for Orientation, Housing, and complete Financial Aid. If students are prior DE from another institution, they receive communication requesting transcripts from the other institution for advising purposes.

	New Apps	Accepted	Denied	Total Enrolled	Growth % Fall to Fall	Average Enrolled Hrs	eCore ≥ 1 Course	Cont. as FT/FR
Fall 2016	525	341 (65%)	48 (9%)	483	50%	7	171	82/158 = 51%
Spring 2017	147	92 (63%)	10 (7%)	523		7	224	
Summer 2017	152	115 (76%)	31 (20%)	159		4	84	
Fall 2017	621*	463 (75%)	41 (7%)	680	42%	6	352	114/316 = 36%
Spring 2018	233	141 (61%)	18 (7%)	720		6	415	
Summer 2018	130	76 (71%)	14 (11%)	129		4	58	
Fall 2018	550	362 (66%)	62 (11%)	608	-11%*	7	262	470/134 = 28%*

*=Influx of 100 Savannah Christian eCore students that did not continue and did not yield in 2018. Savannah Christian also did not continue with the enrollment relationship in Fall 2018.

5) What is the current impact and projected impact of the out-of-state tuition waivers for the 14 institutions approved to extend out-of-state waivers to bordering states? What are the target areas? How do you advertise/communicate to potential students?

Alabama Border Waivers (Out-of-State Tuition Waivers)

UWG saw a marginal increase in senior student interest from Alabama. Overall, freshman applications were up to 105 (+31 from 2017), and transfer students were at 65 (+35 from 2017). A total of 52 freshman were accepted (+9 from 2017) and 49 transfer students were accepted (+26 from

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2017). Because of UWG's late entrance to the market, much attention was focused on Juniors (Fall 2019 students). Name purchases from vendors including NRCCUA and ACT were utilized to find "right-fit" juniors and seniors. Then, a print and digital campaign was sent with a landing page designed to cover the details of the cost-savings and opportunities at UWG. Through this work, UWG already has an 84% increase in Fall 2019 inquiries, as compared to this same day for Fall 2018 inquiries. Also, daily campus tours for visitors from Alabama have grown by 67% (+124). It is clear that UWG is generating increased interest and should begin to see results in applications, acceptances, and enrollments for Fall 2019. As evidence of this as of October 1, UWG already has 28 applications from Alabama for Fall 2019, as compared to only 5 at this same time last year.

To meet this growing territories' needs, UWG has reassigned a recruiter to Alabama. Her travel is from Carroll County to Birmingham along I-20. UWG's largest growth for Fall 2018 was in the counties that were not formerly border eligible but still very close to UWG (Clay, Calhoun, and Talladega). Inquiries, on the other hand for Fall 2019, are located closest to Birmingham. This staff member is covering the ALACRAO fair circuit in this area, and UWG is attending additional regional and national fairs hosted in the target area defined above. Additionally, the assigned recruiter is also creating and implementing an Alabama specific communication plan that includes phone, print, email, and text messages. In the Spring of 2018, UWG hosted several guidance counselors from across Birmingham for a counselor luncheon. In addition, two quick drive-in presentations were offered in Alabama at local restaurants along I-20. This year, UWG will extend its existing "On The Road" presentations to Alabama in two locations (Anniston and Birmingham). An additional guidance counselor event will also be hosted, as UWG continues to work to impact these influencers.

Out-of-State Waivers (excludes Border State Waivers)

In Academic Year 17-18 UWG was able to award 238 Presidential Waivers. The following chart shows how they were distributed and the actual number used for each term.

Out-of-State Waivers
(excludes Border waivers)

	Total Available	Fall 2017	Spring 2018	Fall 2018	Total Used
	20	5	2	2	9
	54	27	25	16	68
	79	75	68	27	170
	105	103	86	32	221
Total	258	210	181	77	468

Although border waivers are an important part of our out-of-state recruitment strategy, as is evident, we also use traditional waivers as an important part of our recruitment strategy for athletics, graduate school, international, and other states. The decrease in numbers in Spring 18 and Fall 18 coincide with the approval to grant unlimited border waivers for Alabama. Previously, many of the traditional waivers went to Alabama students.

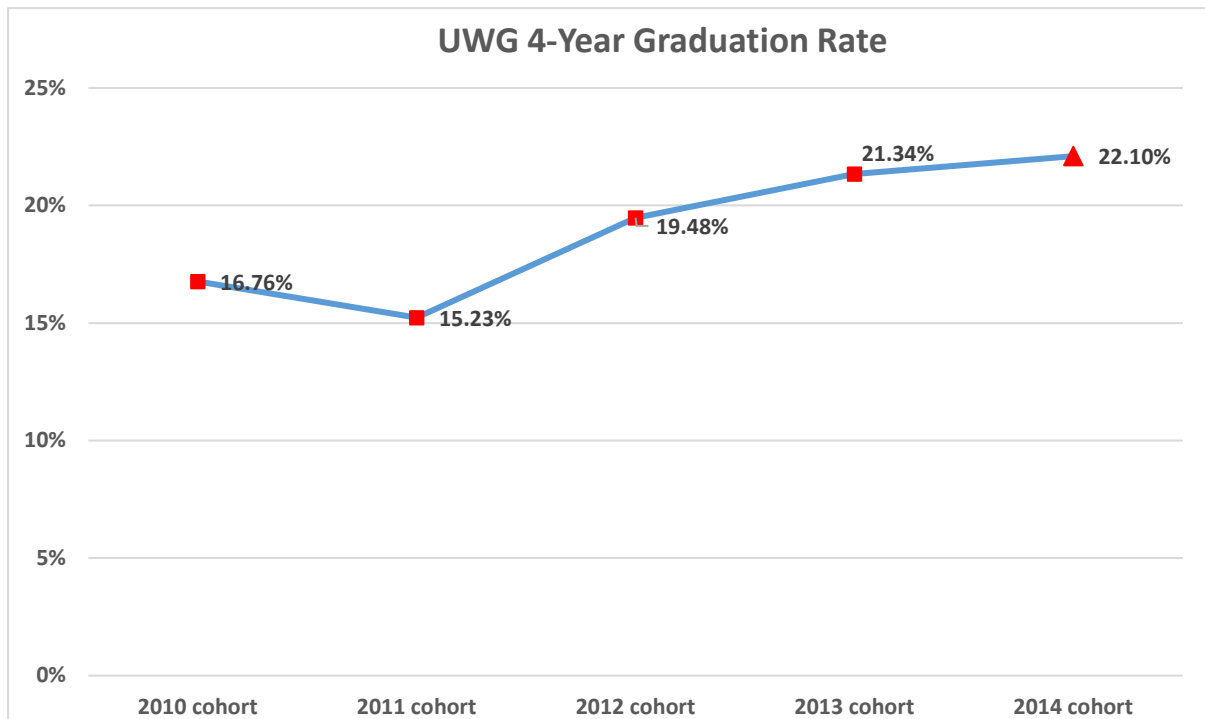
Part III: Student Success and Affordability

6) Provide information on graduation and retention rates. Explain positive or negative trends. Discuss student success in Freshman Math & English. What initiatives (if not described already) do you intend to introduce this coming year to improve student success? In what ways will you know that these initiatives are succeeding?

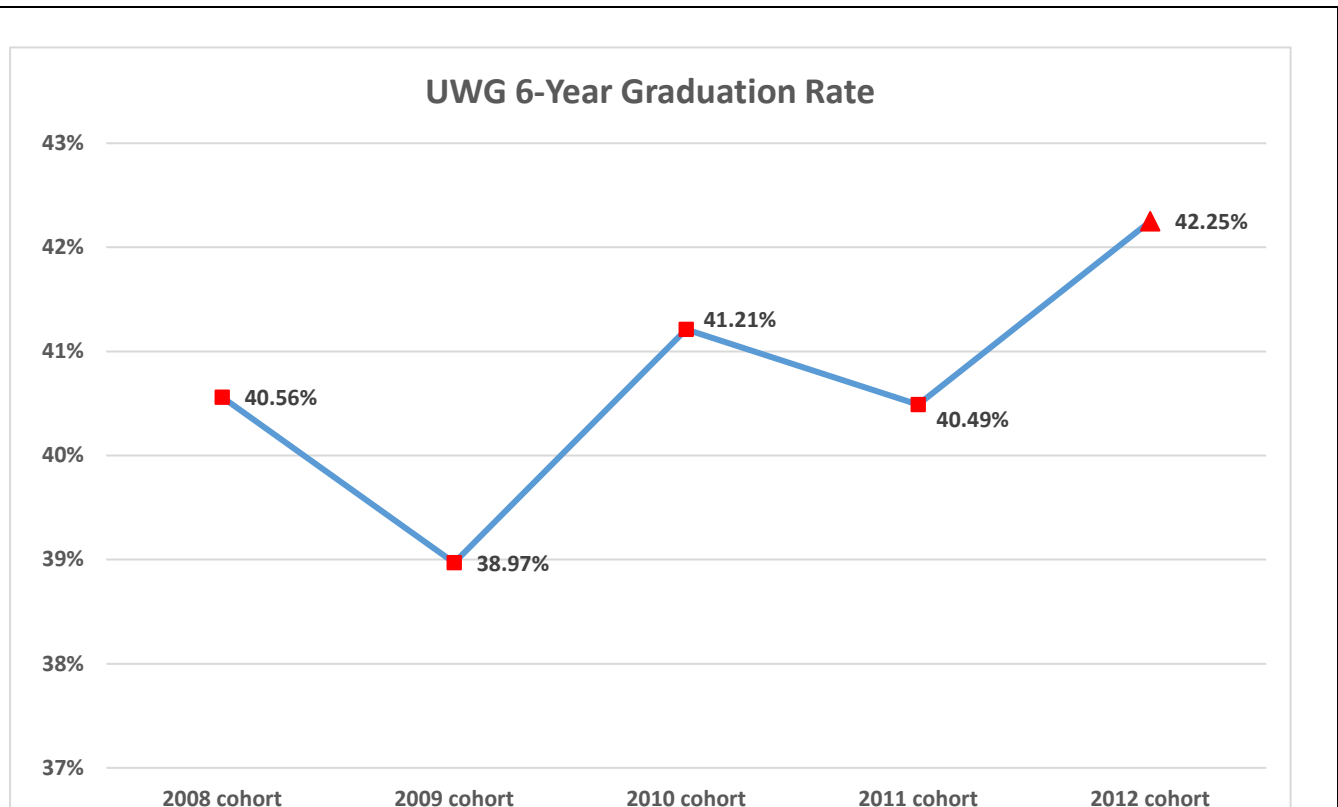
Graduation Rates

One major success or accomplishment that we are most proud of is improving our graduation rates. As the charts on our institutional research website will show, we have over the past few years steadily improved both our four and our six-year rates. The six-year rate from the Fall 2012 cohort is 42.25%—up from a low of 38.97% for the Fall 2009 cohort. The four-year rate has climbed to 22.10% from four years previously at 15.23%. Of particular note is our graduation rate for African American females. The six-year rate for the Fall 2012 cohort is 50.5%. We would assert that this uptick in the four-year rate is quite remarkable.

This accomplishment is quite clearly consistent with and supportive of the first two of the Chancellor’s three priorities: completion and affordability. While increases in graduation rates are fundamentally about completion, it also results in greater affordability. Our work on increasing the use of affordable (perhaps low cost or no cost) textbooks and other classroom materials as well as reductions in other student costs (tuition [eCore and recently eTuition] and fees), and avoiding the costs of repeating classes as a result of more successful progression, is all part of what is behind this endeavor.



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While it is impossible to point to any one thing as a cause for improved retention or graduation rates, it is our view that our work on Complete College Georgia (CCG) and now the Momentum Year is responsible for much of our improved rates. UWG has prioritized five high-impact strategies to achieve its completion goals. As these strategies have been explained in the annual CCG reports, what stands out over the years is the increased attention and work in advising, scheduling, and academic support as well as alternate credit-bearing activities. Our intrusive advising was enhanced by joining the EAB SSC collaborative which was fully implemented in 2014. As a kind of halo effect of that work, our Center for Academic Success in concert with the Advising Center orchestrated increases in the use of Supplemental Instruction (SI) and tutoring. And as part of the EAB suite of products, began to employ an Early Alert or early Progress Report system. Finally, the attention to success rates in our Gateway Course (first-year courses that can be “game stoppers” for so many new students) has been a steady part of our RPG efforts (as it was called back in 2010), and then the G2C efforts (we were early adopters) and now as part of our Momentum Year projects. As a result, we have seen increases in success rates of first-year English and Math. We will not claim grand slams in this regard, but we do believe we have made some base hits.

In addition to helping students in the traditional courses, we expanded and encouraged alternative courses and course schedules. We piloted block schedules for students interested in art and foreign languages. These were quite successful, though small in number. We also increased our deployment of credit by exam, competency-based classes, dual enrollment, and online offerings. The dual enrollment numbers increased dramatically over the past four years, going from 365 to 608 in Fall 2018. As for online, the number of online offerings at UWG has increased during this period by an order of three magnitudes. Also, we have created new programs and pathways over those same years,

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particularly for would-be nursing students and our adult learners. We have customized a version of the eMajor Organizational Leadership for our adult population in Newnan and similar work is being done in Douglasville. Admittedly, that work is new and could not claim to have played much a role in the graduation rates that we are discussing here; however, it is part of the outgrowth of the same set of efforts.

What is truly consistent over this period is a solid commitment by the institution to increase student access, affordability, and success through the broadest attempt to change the local culture and to change not only the sense of urgency about this social issue but also to change the discourse. For example, our work in the development the Carroll County Education Collaborative (CCEC) coordinating our efforts with our K-12 and our Technical College partners in order to increase high-school graduation and then to increase the rates of those high-graduates in obtaining either enrollment in a post-secondary institution, or employment, or enlistment in the Military has added greatly to the amplification of this discourse. In addition to the multiple workgroups sharing data and information, we have developed several articulation agreements with West Georgia Technical College and have a mutually beneficial and supportive relationship with them that is second to none in the state. These efforts result in a discursive reinforcement that can in time bend the ideological status quo to the extent that completion, student success and completion, is the default attitude.

Retention

For the past several years retention has hovered around the 72.5% mark. We have deployed many best practices and technology solutions to improve that mark, but for the Fall 2017 Cohort the retention rate dipped dramatically—by more than three percentage points—to 68.84%. We have done an exhaustive data analysis on this Cohort, and although we cannot find a singular reason, we have been able to pinpoint some problem areas that we will address aggressively.

It is clear by the data that academic success, (as measured by first term GPA and overall academic year GPA), is a big factor in our retention. Those students with less than a 2.5 first term GPA retain at rates 20%-30% lower than those at 2.5 or above. We have also been able to discover that of those that are leaving in good standing, two-thirds are not enrolled elsewhere (Student Clearinghouse data) indicating that the good economy is drawing students away to get jobs. Additionally, for those that leave and are enrolled elsewhere the majority both live closer to their home address (indicating that they are commuting to their new school—a money-saving effort) and are going to a Technical College or USG State College—further indicating they are seeking lower cost options. For many students the cost of living at UWG (housing, meals, and transportation) seems to be a major factor in their decision not to stay. We have confirmed this through phone calls and surveys with former students.

Student Success in First-Year English and Math

Co-requisite Labs in English and Math: As part of its Momentum Year initiatives, UWG has developed new co-requisite lab sections which were approved by the faculty senate in Spring 2018. These are one-credit hour (two contact hours/per week) co-requisite labs. Collaborative work among the two academic departments, Admissions, the Advising Center, the Registrar, and the Provost's Office led to the development of criteria for determining placement in the co-requisite labs based on test scores. Design of the co-requisites is modeled after the best practices outlined at the USG

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Learning Support Academy meetings last year. The core section and the co-requisite lab section are taught by the same faculty member, and each core section includes a mixture of students who are and are not required to take the co-requisite lab section. Cohorts of English and Math faculty worked over the summer to develop the co-requisite labs with funding support from the Provost's Office. An assessment plan for the co-requisite labs is in place for Fall 2018 to help with determining impact on student success.

Pilot sections of ENGL 1101L and MATH 1111L are being offered in Fall 2018. In Spring 2019, additional sections of ENGL 1101L and MATH 1111L, along with MATH 1001L, will be scheduled as UWG expands the co-requisite lab model. In Spring 2019, UWG plans to offer one section of ENGL 1101L and MATH 1001L, each fully online, for adult learners who are taking all of their courses online. Full implementation of ENGL 1101L, MATH 1001L, and MATH 1111L will occur in Fall 2019 to meet the USG timeline target.

Mathematics: For fall 2018, the Mathematics department adopted OpenStax textbooks (College Algebra and Trigonometry) for all MATH 1111, 1112 and 1113 sections (except Honors sections). This covers a majority of students taking core level Math courses. Many Mathematics faculty are also using MyOpenMath, which is a free online homework system that grades students' homework in their sections. Faculty not using MyOpenMath are collecting and grading homework independently and are not requiring students to purchase additional materials. So with the exception of one MATH 1113 Honors section, all sections of MATH 1111, 1112 and 1113 are no cost to students for materials. The department plans to expand this cost-saving initiative to MATH 1001 through development of an ALG grant proposal.

English: As part of its participation in Gateways to Completion (see below), English faculty have been working on a larger-scale course redesign project in ENGL 1101 called EPIC that will create sections specifically designed for students in STEM (science focus), Social Sciences (society focus), and Humanities (culture focus) fields. The department is piloting sections in Fall 2018 to expand the number offered in 2019-2020. Students are not required to take the section aligned to their specific major or focus area but the goal is to develop common reading and writing assignments that will be more relevant to students' interests or major.

First-Year Seminar: In Fall 2017, UWG piloted a new First-Year Seminar (FYS) program. First Year Seminar (XIDS 2002) is a two-credit hour course in Area B.2 that is organized around an academic topic chosen by the instructor but which also addresses other components such as academic mindset and integrative learning skills that UWG has identified as crucial to first-year retention and success. This project is the product of ongoing collaborative work between Student Affairs and Academic Affairs to improve student success in the first year. In Fall 2018, UWG piloted 32 sections of XIDS 2002. Assessment results indicate that students who took FYS in the first semester were retained at a higher rate than students who did not. In Fall 2018, the number of sections has increased to 71 sections, and the program has added an academic enrichment component (Wolf Experience) that provides students active engagement with high touch retention services like the Writing Center, the Center for Academic Success, and Career Services. The goal for Fall 2019 is 100 sections which will bring UWG close to offering enough seats for every first-year student. UWG offers other first-year experience opportunities—such as living and learning communities—for students who do not take FYS. Work on the FYS model—which emerged initially as part of UWG's *LEAP West!* campus plan—continues to be assessed and refined. Instructors participate in a summer course-design workshop

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facilitated by First-Year Academic Programs and the Center for Teaching and Learning. UWG is also working to improve how students are placed into FYS sections during summer orientation, so that students who are most at risk academically are more actively engaged and supported.

Gateways to Completion: UWG has actively invested funding in first-year student retention and success through the Gateways to Completion (G2C) initiative, a partnership between the University System of Georgia and the John Gardner Institute. UWG joined G2C in 2016 as one of the initial Cohort I institutions and identified five core courses for participation in the project--more than any other USG institution: ENGL 1101, MATH 1112, BIOL 1007, HIST 2111, and ACCT 2101. UWG continues its financial investment this year with these five courses. Assessment of DFW rates indicates some encouraging markers of success. However, the larger impact has been on transforming institutional culture around course redesign and student success in gateway core courses. UWG has witnessed a shift in the number of faculty and departments actively engaged in this work, even beyond our five G2C courses, and is working to build internal capacity to continue and expand this work further.

New Initiatives for Retention and Graduation

Expansion of First-Year Seminar Sections: 71 sections of FYS were offered in Fall 2018, and UWG plans to expand the number of sections to 100 in Fall 2019. This will create 2200 seats and bring UWG close to offering a seat for every incoming first-year student. Other first-year experiences, such as living and learning communities, will also be offered. The retention rate for students who take FYS is higher than for students who do not. As part of this expansion, FYS sections will also incorporate a common writing goal related to career exploration.

Linking ENGL 1101 and First-Year Seminar (XIDS 2002): Beginning Fall 2019, UWG will connect ENGL 1101 and First-Year Seminar, creating mini-learning communities for students who have been identified as academically at risk. Faculty teaching these courses will work together and communicate about students' progress in these courses.

First-Year Seminar Placement During Orientation: Data analysis has revealed correlations between which retention and which orientation session a student attends. Orientation sessions late in the summer correlated to decreased retention rates. Therefore, UWG will be reserving seats in FYS sections for these students and identifying additional learning strategies in these FYS sections to assist these students with a successful transition into college.

Development of a First-Year Faculty Cohort: UWG faculty who teach in the core and who have demonstrated exceptional expertise in supporting student success in the first year will be invited to be part of a first-year faculty cohort who commit to reaching out to first-year students and supporting them inside the classroom and beyond throughout the first year. Professional development and training will be provided to support these faculty.

7) Discuss your institution's participation in the Affordable Learning Georgia program and also give details on the percentage of courses at your institution using low-cost or no-cost textbooks. What other actions has your institution taken to reduce the cost of education to students? Provide details regarding these actions, the number of students impacted and the savings to students.

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Additionally, provide ideas on how your institution can be proactive in reducing costs to students for the upcoming year.

Affordable Learning Georgia: Low cost/no cost attributes were implemented fully for Fall 2018. The Provost's office worked closely with the registrar to develop an attribute in Banner to track and list courses in the schedule of classes. Notes were added to each course to alert students and were sortable by category. As the schedule was built, faculty designated whether their course materials were low or no cost, with assistance from the bookstore when necessary.

For Fall 2018, a total of 602 course sections were designated as No Cost (textbook = \$0). Of those sections, 471 were eCore sections. A total of 121 course sections were designated as Low Cost (textbook < \$40) and one of those sections was an eCore section. The total number of Low Cost and No Cost sections for Fall 2018 was 723 which represents approximately 25% of all Fall 2018 course sections. These sections generated a total cost savings of \$494,700 for fall 2018. Based on No/Low cost usage growth from the past few years, we are estimating over \$720,000 of textbook savings for FY2019. From FY2014 through FY2018, the total savings exceeded \$1.8 million.

Between the beginning of FY15 and October 2018, UWG has received \$79,930 in ALG Textbook Transformation funds. Participating departments are Chemistry, Educational Psychology, Psychology, and Political Science.

For Fall 2018, the Mathematics department adopted OpenStax textbooks (College Algebra and Trigonometry) for all MATH 1111, 1112 and 1113 sections (except Honors sections). This covers a majority of students taking core level Math courses. Many Mathematics faculty are also using MyOpenMath, which is a free online homework system that grades students' homework in their sections. Faculty not using MyOpenMath are collecting and grading homework independently and are not requiring students to purchase additional materials. So with the exception of one MATH 1113 Honors section, all sections of MATH 1111, 1112 and 1113 are no cost to students for materials. The department plans to expand this cost-saving initiative to MATH 1001 through development of an ALG grant proposal.

Other Actions: The Graduate School awarded \$19,685.00 to 41 students to offset costs related to conference and research travel. The Honors College awarded \$28,055 to undergraduate students to support their research.

Future Cost Reduction Ideas: University of West Georgia won a Prior Learning Assessment (PLA)/Credit for Prior Learning (CPL) Effort Award in the form of a grant from the University System of Georgia. These funds are being awarded to programs for the development of three new challenge exams. The new challenge exams will reduce tuition costs and provide more seats in the selected courses.

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Part IV: Institutional Financial Health

8) Discuss the financial health of your institution using the June 30, 2018 annual financial statements as the basis. This discussion should include trend data for student receivable balances as well as other key financial measures (i.e. cash, reserves, etc.). Discuss any material audit findings. Use charts and graphs as necessary.

The June 30, 2018 annual financial statements for the University of West Georgia show that UWG is a financially strong and stable institution. The statement of net position, which is a snapshot of the financial condition for a specific date and includes all assets and liabilities, shows that the total assets and deferred outflows of resources decreased by \$129,424,034. This reflects the impact of recording the Institution's proportionate share of the OPEB liability of \$127,192,454. Additionally, Net Capital Assets decreased by \$8,203,200 due to an increase of \$9,962,359 in the category of Accumulated depreciation. Current assets increased by \$1,746,426 while current liabilities increased by \$3,653,351.

Total student receivables is less than 2% of tuition revenue with the net student receivables at 0.265% of tuition revenue. The average receivable write-off over the last ten years is \$224,949.

The current ratio, which is a liquidity ratio that provides information about the institution's ability to meet its short-term (1 year or less) financial obligations, is 2.86:1 as of June 30, 2018. In other words, UWG has almost three times the necessary current assets to meet its current liabilities; and UWG's cash ratio shows that there is 2.4 times the coverage for current liabilities in cash.

Cash and Cash Equivalents have grown \$45,679,888 on June 30, 2015 to \$55,575,094 on June 30 2018. During this same time period the total auxiliary reserve balance has declined from \$20,049,684 to \$18,469,774 due to the auxiliary enterprise program investing significant resources from its reserves in facility enhancements and new equipment.

The University of West Georgia takes its financial accounting and reporting responsibilities very seriously and continues its success in receiving clean audits with no significant or material findings and no comments for the year ended June 30, 2018.

9) Discuss the financial health of each auxiliary enterprise (except Athletics). Are any major changes to service offerings being contemplated, such as outsourcing that will affect the finances of the auxiliary portfolio? Have any auxiliary funds operated in deficit for multiple years, and if so how will this trend be reversed? Please use the attached Excel template to provide Auxiliary Reserves (tab labeled Reserve Balances).

Bookstore (fund 12230):

The UWG Bookstore had another challenging but successful year. The industry continued to trend toward providing more content via electronic format(s) and less via hard copy. This placed significant downward pressure on overall textbook sales at the UWG Bookstore. However, through the ongoing cultivation of relationships with faculty, proactive communications, and follow-up collaboration regarding left-over stock, we were able again to meet hardcopy textbook needs on campus in a very affordable manner. Early adoption information from UWG faculty allowed the Bookstore to go to the

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marketplace before most other schools and buy a tremendous amount of our textbook inventory as “Used Books” from a multitude of wholesalers. This content is much more affordable than “New Books” from publishers. At the end of each “Rush” we were able to go back to faculty, let them know the remaining textbook stock “on-hand,” and where feasible, re-adopt the ISBNs we had in surplus for future semesters. This helped the store avoid shipping, handling and other “return” expenses that would have ultimately been passed-on to students.

In FY18 the UWG Bookstore was able to buy an increasing number and percent of its used books on the internet through Amazon.com. Those books were significantly less than what we would buy from “wholesalers” which further helped reduce prices to students. The UWG Bookstore is working closely with procurement, USG, and Amazon’s corporate office to develop an agreement where we can also *sell* our “dead stock” books on Amazon as well--books that normally would be returned. This will increase our revenue for these books which ultimately helps us keep pricing down for students.

UWG Bookstore supported academic classes by providing information to students about how to access free, online course materials and providing affordable hard copies for purchase or rent for students who felt their learning outcomes would be improved with a physical copy of the online text.

Through faculty relationships and working with lower cost vendors, the average retail price paid by students at the UWG Bookstore reduced by 9% for Fall 18 compared to Fall 17.

In FY18 the Dual Enrollment program continued to grow. With support from First Year Programs and the faculty, the UWG Bookstore was again able to support every Dual Enrollment student with the books needed for their classes at no cost to the student. Because of this cross divisional collaboration, the Dual Enrollment program is now a stable part of the UWG Bookstore operations.

Over the past several years the UWG Bookstore has worked with ITS and the Bursar’s office to streamline the use of residual aid funds for students to access their course materials early in the semester with our “Bookstore to the Rescue” program. Because of these efforts, in June 2018 the Bookstore was able to offer the Bookstore to the Rescue (BTR) program to 4th session attendees for the first time. This is a short session and falls in the middle of year-end close out. Successful execution of BTR required consistent communication and flexibility on the part of all departments involved. The efforts were a success and the program was executed without issues for students and with no detrimental impact on the year-end processes. This allowed the Bookstore to serve our students with the most need for all summer sessions including our bridge program participants in the IGNITE program that are identified as an at-risk cohort.

The UWG Bookstore continued to provide more affordable general merchandise, often produced in our local market, thus producing a significant increase in non-textbook sales. The UWG Bookstore continues to partner with local and national vendors to provide affordable general merchandise that meets the needs of our community. In FY18 the Bookstore partnered with UWG Cheer and the Staff Advisory Council to provide logistical support for their fundraising programs. This helped retain the business within the local community.

In FY18 the UWG Bookstore successfully awarded a new information system contract to PrismRBS for their fully hosted back office and point-of-sale solution. The system allowed for increased

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functionality of our handheld POS devices which now function as full registers. This allowed the UWG Bookstore to reduce 9 permanent registers down to 5 without negative impacts on foot traffic during “Rush.” The hosted solution also reduces the campus resources required to support the UWG Bookstore and reduces future financial risk as all hardware is supported and replaced as need by the vendor. To offset the cost of the new system the UWG Bookstore’s current wholesale partner increased commission support to the store for purchases and rentals, with the goal being a solution that has no out-of-pocket expense to the university.

What’s in store for our future? The UWG Bookstore and UWG Dine West reviewed multiple proposals for expansion of the food service concept within the Bookstore over the last year. Based on the cost of expansion of the food service concept and student feedback through surveys, the final decision was to change the existing concept from a high-end breakfast/lunch restaurant to an affordable lunch/dinner Mexican restaurant. The new venue will open Spring Semester 2019.

Additionally the UWG Bookstore is currently working with campus leadership to assess the feasibility of internally leasing a portion of the current General Merchandise sales floor for other departments on campus.

Food Service (fund 12220):

Early in 2016 the University of West Georgia notified Aramark, its contracted food services provider for over four decades, that FY2016 would be our last year under contracted services because UWG was instituting a Self-Operated Dining Program. The transition was smooth and Dine West was born.

Following a successful first year financially (FY17), DineWest experienced significant new challenges. Freshmen enrollment did not grow at the rate we planned and housing occupancy unexpectedly declined. Because Dine West had prepared and staffed for growth in enrollment and on-campus residential freshmen, we spent the majority of FY18 adjusting to the enrollment changes and the negative impacts to dining revenues. As a result, DineWest was not able to contribute to the bottom line reserve in FY18.

Fortunately, we learned a lot from the volatile influences to our dining revenue. As a direct result, the DineWest management team learned to use available data much more effectively in planning and adjusting staffing and inventory levels. We also built an updated staffing plan for fall semester. This plan has thus far proven not only to support financial self-sufficiency well, it also allows us to continue to make improvements for students in quality, access and affordability.

In addition, the Auxiliary Services Marketing and Communications team introduced very tactical and effective meal plan sales initiatives. As a result, overall Fall 18 meal plan sales were up over \$225,000, and operational expenses were down over \$170,000 for the first quarter of FY19.

DineWest continues to support the principles and practices of the EngageWest employee relations model. Doug Hines, Training manager for DineWest, tracks the professional development for each employee to ensure that all achieve 20 hours of meaningful development. Several staff spent significant time in the summer with the catering team to learn the various processes so that we are able to utilize our own “cross-trained” staff (when available) rather than depending on temp staffing for peaks in catering demand.

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Transportation (fund 12250):

The transportation system at the University of West Georgia is self-operated. In 2015 we hired a new Parking and Transportation supervisor, an alum with years of transportation and logistics experience. The university continues to benefit greatly as a result of this hire. Our fleet is much more sound and reliable operationally, maintenance is scheduled and carried-out in a very effective manner, morale is greatly improved, and as a result, service for our students is the best it has been in years.

In FY2018 We began a project to compare Ridership and bus utilization by tracking ridership by day and hour for each route. We have been able to create an up-to-date “Daily Operations Report” that provides us with the information to better utilize the bus fleet. It allows us to look at each route and calculate the real number of drivers and route capacity. This will allow us to make needed route and staffing levels changes in real time. As online enrollment has grown, on-campus enrollment has declined resulting in significantly reduced Transportation fees revenues. We have been able this fall to quickly and efficiently adjust our supply of buses and drivers to more effectively meet student demand for services.

Parking (fund 12250):

The Tim Haahs consulting group evaluated the UWG parking program in Fall 2015 and Spring 2016. The findings were very reassuring. We currently have adequate volume of parking spaces, although not always in the most convenient locations (but all on campus). Our shuttle system supports our parking arrangement well and together they provide consistent and reliable solutions for commuter and residential students. The consultants did, however, express concerns about our limited Visitor Parking and the proximity of that parking to destinations of choice by visitors. In conjunction with the Carrollton Community Advisory Board, UWG Faculty and Staff, and our UWG Visitors Welcome Center, we conducted a survey to discover the “needs”. The results were clear--we need visitor parking solutions scattered around the campus perimeter not a centralized one-solution lot. Based on the survey results we identified ten locations around the immediate perimeter of campus with easy walking access to destination buildings and designated 4-6 spaces at each of those ten locations as Visitor Parking complete with instructions as to what to do when arriving to campus. The signage is in place and the parking is utilized often.

In FY2018 the new Campus Center Lot, 12A, was completed and it has provided an additional 45 new “open” spaces along with 2 more ADA spaces. We have just completed construction of a new Campus Center Lot 12B located where the tennis courts and GA Power electrical transfer station were located.

We have ordered Parking Lot counters from Parking Logic and will begin installation of the equipment in Fall 2018 for 3 lots. There will be electronic signs placed at each entrance as well as near the parking lots. If this initial set up proves to be a success, we will install the counters in all open lots as well as the commuter lots. This allows us to better utilize limited fee money and limited parking space resources to better communicate available capacity to our students in “real-time” thus helping to assure access while keeping a lid on affordability.

Vending (fund 12270):

In FY17 UWG Vending and UWG Procurement successfully negotiated a very strong “Beverage Vending & Pouring” agreement with Coca-Cola United. The resulting agreement, which began July 1, 2017 and has the opportunity for annual renewal for nine years, has much greater guaranteed

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commissions, additional growth commissions, significantly reduced Bag-In-Box pricing, and Cartridge product pricing for dining, as well as, enhanced support for student events. Additionally, this effort will help us, through our new vendor relationship, modernize payment opportunities for patrons using beverage vending on campus. Debit and credit cards, Wolf bucks, cash and coin are all available through new generation “readers” that only modestly existed on our campus previously. The first three months of Fall 2018, beverage vending sales are up over 30%.

In FY18 UWG Vending and UWG Procurement awarded the new Snack Vending contract to the incumbent Buffalo Rock. The new agreement provides additional revenue support to the university through increased commission. Additionally the previous equipment only allowed the acceptance of cash or coin by default. Cashless options were available on select machine only through the campus “Wolf Bucks”. These cashless readers were provided by UWG Vending and all service, replacement or other expenses were the responsibility of the university. Through the new agreement all machines are being replaced with vendor-managed devices that support payment cards securely through a cellular connection.

In FY19 UWG Vending is piloting a payment-card based print solution that will enhance our current student printing options by offering color printing, cloud based printing, single sign-on capabilities, and accept multiple payments types. Our current printing solution only accepts the campus “Wolf Bucks.” This solution will allow students to print from any device instead of being associated with a specific computer lab.

Our focus in vending continues to keep the right products and services available, at affordable prices, high quality, and with easy access.

Summer Conferences (fund 12270):

The primary mission of our Summer Conference program, which is large in size, is to keep our fulltime custodial, food services, and maintenance employees working through the summer months so that they do not experience financial hardship during those months and so that we start fall rush with these core employees on the payroll and in-place.

In January 2018, we hired a seasoned professional with experience at several large national universities to manage our summer conference program. With her leadership we provided enhanced hospitality and customer service by effectively providing tasks to her camp staff to provide direct support for camp directors especially during the critical arrival and reception phases for the camps throughout summer of 2018. She is also in coordination with Continuing Education and Admissions to show-place our campus during summer; which will provide mutual benefits for all. During summer 2018, UWG hosted over 30 camps, conferences, and orientation sessions involving 8,110 participants and over 26, 646 bed nights.

Health Services (fund 12240):

All costs associated with the operation of Health Services are absorbed within the Health Services budget. Health Services provides services to our students such as primary care, pharmacy, health education, and patient advocate services. The health fee covers services provided in the infirmary only. Outside services are billed to their private insurance. Total costs to provide these services have increased but no fee increase has been approved since FY12.

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In FY19 we started billing students for individual appointments with a provider and for appointments that were a “no-show” without calling to cancel/reschedule. The billing is necessary to overcome fee revenue decreases due to more fully online and non-fee paying enrollment. This additional revenue will allow us to pay the lease on the new building (opening Spring 2019) and make additional staff hires to meet our growing enrollment. All pertinent information is contained in the 10-year business plan.

Campus Center (fund 13000):

The Campus Center is a fee-funded operation. The current Campus Center is a renovation of an existing 32,000 square foot facility with an 85,000 square foot addition that functions as a combined Campus Event Center, Student Union, and recreation facility. The facility allows students to meet, socialize, and connect to the UWG campus as well as providing recreational activities. The bond was refinanced in FY15 which resulted in lower annual payments with additional funds available for campus center operations and equipment repair/replacement. However, current changes in our Dual Enrollment numbers and dramatic increases in fully online students have impacted the revenue generated by the Campus Center fee. An \$18 fee increase was approved for FY19, but that revenue was offset by further fee decreases from the increases in non-fee paying students.

Student Activities (fund 13000):

The Student Activity fee is not an “auxiliary” in the traditional understanding of that term, in that it is not a department or office. Rather, the fee typically funds 50-60 diverse organizations and activities throughout the campus. The budget is set each year by the Student Activity Fee Budget Allocation (SAFBA) Committee. Each year, the SAFBA Committee recommends the fee for the subsequent year, trying to balance the need for additional funding with the need to keep student cost-of-attendance low. As a result, the Student Activity Fee has not been increased since FY2010. The program had built substantial reserves through conservative budgeting and now utilizes those funds to support student strategic initiatives and promote a vibrant campus life without increasing costs to the student body. The current goal is to maintain a reserve balance of \$200,000 but it is increasingly difficult to do that given the impact that 100% online students have on the fee revenue.

Housing (fund 12210):

In FY12 Housing & Residence Life (HRL) operated 7 state-owned residence halls and 3 bond-financed facilities. In FY16 HRL operated 3 state owned buildings and 6 bond-financed facilities in addition to their portion of the East Commons building. These enhancements to the campus community and student life have contributed to our ability to recruit and retain students, helping with our overall enrollment growth at the University. Moving forward, Housing & Residence Life will continue to control expenses and maximize residence hall occupancy to cover operational costs and contribute to their reserve balances for future needs.

For Fall 2018 the combined occupancy of all residence halls is 96.6%--an increase of nearly four percentage points from the 93% in Fall 2017. This increase is due to a strategic model that increased the sophomore retention in housing. We also increased residency of internal students. Additional information may be found in the 10-year business plan.

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10) Provide an update on the current status of each Public Private Venture (PPV) at your institution. Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.)? If not, discuss how shortfalls will be addressed. Describe any unexpected capital repairs, expenditure trends, reserve balances, and the anticipated coverage ratio for the current year based on your enrollment/occupancy. Discuss any needs for a fee increase in the upcoming year. Do current and projected future conditions indicate a need to draw from the capital reserve maintained at the System Office? If so, when and how much?

University Suites:

The University Suites is a cluster of three residence halls, established in 2004, providing 607 beds with single and double rooms along with a common community center and study room. Occupancy rates for FY17 and FY18 were 93.5% and 88.5%, respectfully. As of September 14, 2018, FY19 occupancy is 97.0%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow surplus of \$217,116 (lower than recent trends). The cumulative cash flow balance on June 30, 2018 was \$5,641,646.

Arbor View Apartments:

Arbor View Apartments is a cluster of three buildings, established in 2006, providing 598 beds. Each unit is fully furnished along with a common laundry room, aerobics room, and multipurpose a meeting room in each building. Occupancy rates for FY17 and FY18 were 96% and 94.5%, respectfully. As of September 14, 2018, FY19 occupancy is 97.3%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow deficit of \$126,928. The cumulative cash flow balance on June 30, 2018 was \$1,244,451.

Greek Village:

Greek Village is a residential complex of 16 two-story houses offering 262 beds in addition to a community building and staff residence building. Occupancy rates for FY17 and FY18 were 93% and 90.5%, respectfully. As of September 14, 2018, FY19 occupancy is 87.7%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow deficit of \$403,100 which was funded by equity transfers from other housing projects reserve cash flow balances. Similar equity transfers will be necessary in the future. The cumulative cash flow balance on June 30, 2018 inclusive of the equity transfer was \$68,064.

Center Pointe Suites (Roberts Field):

Center Pointe is a 610 bed residence hall completed in August 2012. Included are single and double rooms with private and semi-private bedrooms, oversized wardrobes, movable furniture, patios, a TV lounge, large student rooms, and an event and teaching space with catering kitchen. Occupancy rates

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for FY17 and FY18 were 99% and 94%, respectfully. As of September 14, 2018, FY19 occupancy is 97.0%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 flow deficit of \$226,289. The cumulative cash flow balance on June 30, 2018 was \$4,046,724.

East Village:

The East Village Project, completed fall 2013, consists of a new resident hall (The Oaks) with 473 beds, renovation of Bowdon Hall with 285 beds, and the construction of a two story building inclusive of a new dining hall (East Commons), and administrative offices for Housing and Residence Life staff. The Oaks features single and double rooms with private and semi-private bathrooms, oversized wardrobes, movable furniture, patios, a TV lounge, large student rooms, and an event and teaching space with catering kitchen. The aggregate occupancy rate for FY17 and FY18 were 96.7% and 94.3% respectfully. As of September 14, 2018, FY19 occupancy for Bowdon Hall was 100% and Oaks was 97.8%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 aggregate cash flow deficit of \$164,752. The aggregate cumulative cash flow balance on June 30, 2018 was \$3,949,672. The East Commons dining facility had a net cumulative cash flow surplus balance of \$191,510 after the first four years of operations.

Campus Center:

The current Campus Center is a renovation of an existing 32,000 square feet facility with an 85,000 square feet addition that functions as a combined Student Union and recreation facility to allow students to meet, socialize, and connect to the UWG campus. In fiscal year 2012, \$18,925,000 of the original \$30,720,000 in principal bonds issued in 2004 was refinanced. This partial refinance provided anticipated savings of \$1,373,789 though the 13 years remaining on the bonds. In FY14 the remaining Series 2004 bonds were refinance in principal of \$8,175,000. This refinance provided additional anticipated savings of \$705,163. All savings from refinancing were passed on to the University.

While experiencing modest enrollment growth, recent trends in electronic delivery for classes, as well as, Dual Enrollment have presented challenges in achieving pro forma expectations. Effective Fall 2018, a Board of Regents approved fee of \$18 per student per semester was applied to mitigate the financial challenges presented by the new enrollment and delivery trends. The current year cash flow deficit of \$169,316 leaves a remaining cash flow surplus of \$8,401.

Athletic Complex/Athletic Office Building:

The Athletic Complex consists of a 10,000 seat football stadium, two football practice fields, a women's softball field and field house, two soccer fields, associated parking lots, and a 40,000 square feet Athletic Office Building shell. A second series of bonds (\$3,780,000) was sold in April 2012 to complete the Athletic Office Building.

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The original pro forma approved by the USG staff, indicated support from the university’s E&G resources to fund the facility operations and maintenance. This concept came under question by the USG Internal Audit group and this support has been removed and the fee was increased by \$13 per semester to cover these costs. The 2008 bonds were refinanced on December 18, 2014 with an anticipated savings of \$3,244,614 through the remainder of the bond life. All the savings were used to reduce the rent.

While experiencing modest enrollment growth, recent trends in electronic delivery for classes, as well as, Dual Enrollment have presented challenges in achieving pro forma expectations. The Athletic Complex project experienced a \$3,343 cash flow deficit for fiscal year 2018 leaving a remaining cash flow surplus of \$364,341.

It is UWG’s intention to request a \$19 per semester increase in this fee to generate \$4,000,000 of bond funding for the improvement of the Athletic Complex facilities. This will allow UWG, with other institutional and Foundation support to relocate and improve the baseball stadium, track and field events elements, and the tennis complex. Originally it was thought that a \$29 fee increase would be needed for this endeavor, but with a combination of current reserves, foundation support, and this reduced fee increase, it will be possible to accomplish the consolidation of all outside athletic programs to the west campus.

Bookstore:

The UWG Bookstore is a 23,000 square feet bookstore and retail center that is meeting all expectations. The total borrowed for this facility was \$5,640,416 with an annual debt service of approximately \$400,000 to be paid from Bookstore surpluses. Annual sales for FY18 were down 7.4% as compared to FY17. The total cumulative expendable cash flow balance on June 30, 2018 was \$2,769,163.

11) Provide an update on the financial health of the athletics program at your institution. Specifically, provide the revenue generated, total spent by fund source, and reserve balance for the past five years. What percent of revenue comes from student fees and what percent comes from private donations? Report on any shortfalls. What actions are being taken at your institution to address any shortfalls or prevent them from happening? What are the biggest challenges in athletics? Be specific. Is your institution in compliance with the subsidy limit established by the Board? If not, what actions are being taken at your institution to get in compliance?

Athletic Program

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Source of funds:					
Fund 10500	\$496,840	\$557,261	\$225,998	\$971,650	\$1,211,009
Fund 12280	4,032,826	4,108,418	4,809,401	4,694,005	4,740,564
Foundation Support	1,511,382	1,395,646	1,021,956	1,037,975	\$1,087,432
Total Resources:	\$6,041,048	\$6,061,325	\$6,057,355	\$6,703,630	\$7,039,005

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Use of Funds:					
Fund 10500	\$496,840	\$557,261	\$225,998	\$971,650	\$1,211,009
Fund 12280	4,097,826	4,437,540	4,755,463	4,649,269	4,706,754
Foundation Support	795,965	1,031,486	1,440,177	1,441,748	1,371,681
Total Expenditures:	\$5,390,631	\$6,026,287	\$6,421,638	\$7,062,667	\$7,289,444
Current Year Balance	\$650,417	\$35,038	(\$364,283)	(\$359,037)	(\$250,439)
Reserve Balance Used	\$ 0	\$ 0	\$ 364,283	\$ 359,037	\$ 250,439
Reserves (Restricted & Unrestricted)					
Fund 12280 Total Fund Balance*	\$1,449,130	\$912,586	\$986,287	\$990,970	\$1,030,624
Fund 12280 Spendable Fund Balance	\$330,100	\$83,236	\$126,202	\$147,908	\$99,174
Foundation Fund Balance**	\$170,853	\$715,046	\$391,775	\$516,912	\$622,158
* Includes quasi-restricted reserves					
**Cash on hand after Foundation reserve balance was used					
Student Fees % Resources	64.0%	65.2%	70.5%	63.4%	57.7%
Private Donations % Resources	25.0%	23.0%	16.9%	15.5%	15.4%
<p>In order to be competitive academically and athletically in the Gulf South Conference, additional funding is needed to provide the student athletes with the best possible experience.</p> <p>Increasing the Athletic-Related Aid: With mandatory fee revenue declining, fund raising will need to be a key revenue source. Raising funds to be fully funded in all sports is an endeavor that is difficult and will take years to accomplish, if at all.</p> <p>Inability to Utilize Graduate Students: Changes by the Sports Medicine industry will require all Athletic Trainers to be certified and have a master’s degree prior to hire. In order to sit for certification, a master’s degree will be required, thus eliminating the use of Graduate Assistants. The cost savings of utilizing Graduate Students will be lost, as staff will need to be hired to serve and support athletes in the area of Sports Medicine.</p> <p>Rising Costs of Travel: As travel expenses continue to rise, the nutritional and travel needs for student athletes has not changed, causing more funding to be used for necessary nutrition and travel. Also, due to Title IX/OCR rules, overnight travel costs will rise as student athletes will now only be allowed to stay 2 to a hotel room. Finally, per guidance from the USG, it has been advised that for larger sports, buses be utilized instead of vans, thus incurring greater travel costs for programs currently utilizing vans for travel.</p> <p>Cost of Facility Maintenance: While UWG currently has access to top of the line facilities, the cost of preventative maintenance and improvements continue to rise. Maintaining and improving athletic facilities is a key component in the recruiting process and giving the student athlete an opportunity for excellence.</p>					

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To ensure shortfalls do not occur, all staff are required to submit pre-approvals prior to any spending. Athletic staff does not have the authority to obligate the University for purchases. Appropriate approvals must be obtained prior to a vendor providing goods or services.

Additionally, UWG is in compliance with the subsidy limit established by the USG Board of Regents. The FY19 subsidy percent equals 75.49 which includes a growth rate of 2% while expenses grew 3.75% well within the 5% limit.

Part V: Fiscal Year 2019 Update

12) How are new funds appropriated for fiscal year 2019 being used to address the institutional priorities? Specifically, discuss the progress to date, achievements, challenges, etc.

State Funding Received: \$3,264,368

FTE	eTuition Replacement:	Status	Amount
1.0	Nursing Tenured Faculty & EdD Director	Filled	\$128,725
1.0	Spanish Tenured Faculty	Filled	\$78,105
1.0	Accounting Tenured Faculty	Filled	\$166,092
1.0	Ingram Library Tenured Faculty	Filled	\$125,981
1.0	Management Tenured Faculty	Filled	\$141,197
1.0	Management Tenured Faculty	Filled	\$145,866
1.0	Nursing Tenure Track Faculty	Filled	\$81,961
1.0	LSI-COE Tenure Track Faculty	Filled	\$70,624
1.0	COE Tenure Track Faculty	Filled	\$88,253
1.0	Criminology Tenure Track Faculty	Filled	\$83,372
1.0	Mass Communications Tenure Track Faculty	Filled	\$70,465
1.0	Psychology Tenure Track Faculty	Filled	\$91,774
1.0	Art Tenure Track Faculty	Filled	\$65,765
1.0	COE-Instruct Tech Tenure Track Faculty	Filled	\$87,149
1.0	COE-CSD Tenure Track Faculty	Filled	\$75,686
1.0	Criminology Tenure Track Faculty	Filled	\$75,220
0.5	Chemistry Tenured Faculty	Filled	\$66,257
16.5	eTuition Total Replacement		\$1,642,492
	Faculty Promotion/Tenure	Distribution Completed	\$223,959
	QEP	Funded PT music faculty paid from course fees.	\$50,000
1.0	OFE Dept Assistant COE	Filled	\$44,583
1.0	Education Research Faculty TT	Filled	\$82,100
0.5	Geoscience TT Faculty	Filled	\$25,825
1.0	Math Instructor NTT	Filled	\$61,516

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1.0	Math Instructor NTT	Filled	\$61,516
1.0	Math Instructor NTT	Filled	\$61,516
1.0	Management Lecturer NTT	Not yet hired	\$99,522
1.0	Education Research Faculty TT	Filled	\$82,100
1.0	Nursing Assoc Prof TT	Filled	\$109,380
1.0	Health/Comm Wellness Instructor	Filled	\$67,220
1.0	Criminology Lecturer	Filled	\$56,303
0.1	Mass Comm Professional Staff	Existing staff time increased	\$12,400
1.0	Music Assist Prof TT	Filled	\$78,802
1.0	Economics Faculty TT	Filled	\$121,036
1.0	Sociology Lecturer	Filled	\$54,002
1.0	Assoc Director Advising Center	Filled	\$82,100
0.5	Dept Assistant Sr	Existing staff increased to FT	\$31,621
1.0	Art Assist Professor TT	Filled	\$69,700
1.0	Criminology Assist Prof TT	Filled	\$74,660
1.0	Costume Shop Coordinator	Filled	\$51,100
1.0	Professional Advisor-Newnan	Filled	\$20,915
19.1		New Items	\$1,621,876
35.6		Total Funding	\$3,264,368

13) How is your institution addressing the impact of fall 2018 enrollment declines or shortfalls, if applicable? Was this decline considered in your original budget? What actions are being taken to cut costs and streamline operations?

UWG has not experienced an enrollment decline since 2010; however, UWG is experiencing a significant change in enrollment makeup. The student cohort receiving their coursework through electronic delivery is growing at a much faster rate than the overall growth rate of the total student population. Headcount enrollment for Fall 2018 grew by 1.6% (213 students) over Fall 2017. However, the headcount of students receiving 100% of their coursework online grew by 18.1% (520 students) over this same timeframe. For West Georgia this is a significant issue since 29.7% of the credit hours delivered are online and 24.7% (3,394 students) of our student headcount are 100% online. Therefore, there is a significantly growing population of students exempted from paying most mandatory fees. This is having a serious financial impact to the financial models of Athletics, Health Services, and Parking and Transportation. The total reduction from anticipated mandatory fee revenue for FY19, excluding the Special Institutional fee, is expected to be \$609,007.

We continue to be committed to the efficient and ethical use of our resources and will continue efforts to optimize operational performance and cost-effectiveness as demonstrated in our implementation of the CAR Action Plan Response resulting in over \$1M of identified and implemented savings. UWG is also committed to accounting for its effectiveness through the integration and alignment of transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. UWG continues to use data to inform internal programmatic, financial, and administrative decisions and works diligently to first redirect internal resources before the requesting new funds. UWG will maintain effective planning

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and assessment processes at all levels of the University with clear linkages to the priorities outlined in its Strategic Plan (2014-2020), its CCG and Enrollment Strategic Plan ensuring continued enrollment, retention, progression and graduation success of its students.

14) What one-time costs are anticipated or possible but currently on hold pending funding availability in fiscal year 2019? Use the attached template to provide a priority listing.

In an effort to strengthen our information security posture, UWG would like to use one-time funds to expand the use of multifactor authentication to include email, implement deep packet inspection for all web traffic, and conduct penetration testing using a certified third-party testing firm. The cost to support these cyberinfrastructure initiatives is \$168,000.

Part VI: Looking Ahead to FY 2020

15) The University System of Georgia was permitted to request enhancement funding in FY20. A template to collect enhancement requests related to Momentum Year/student success and student safety initiatives was distributed in August. Please provide a narrative description of the request, to include description of activity, timeline of implementation, and expected outcomes or performance indicators.

Momentum Year Initiative - \$186,225:

We are requesting 3 additional non-tenure track faculty in English (2) and Math (1) to fully implement the new co-requisite labs for ENGL 1101, MATH 1001, and MATH 1111. In Fall 2018, UWG is piloting sections of ENGL 1101 (5 sections) and MATH 1111 (5 sections). MATH 1001 co-requisite lab sections will be added in Spring 2018. For Fall 2019, data predicts approximately 11 sections each of ENGL 1101 and MATH 1111 will be needed for traditional students who do not meet the test score exemption. Additional sections also will be needed for MATH 1001 in 2019-2020 for adult learners, which could add 192 MATH 1001 and 126 ENGL seats.

The co-requisite labs have been designed as part of UWG's Momentum Year Initiatives and in concert with the co-requisite requirements identified by the USG (e.g. small lab sections taught by the same instructor teaching the aligned core section). UWG was not offering any co-requisite lab support in English and Math. The pilot sections have allowed for development of the course design by English and Math faculty aligned to current best practices within the USG and nationally. Once brought to scale in 2019-2020, the co-requisite labs will enable both traditional first-year students and nontraditional adult learners to enter and complete programs of study that prepare them to succeed in obtaining their educational and career goals.

Professional Advisors - \$180,600:

The addition of 3 academic advisors is needed to provide professional advising to all students under 60 credits hours across all Colleges. The additional advising opportunities will improve students' time to degree completion by providing a clear "roadmap" for program completion and increase student retention rates in their degree program of choice. Additionally, this request will support the

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work we are doing with the Education Advisory Board (EAB) and Complete College Georgia in improving student success as well as supporting the startup of the Momentum Year.

Adult Learners Support Services - \$52,700:

We are seeking to expand our "one-stop" support for onboarding adult learners at our satellite sites in Newnan and Douglasville by adding one additional staff position. The position would be cross-trained with Registrar (for unofficial transcript evaluations), Undergraduate Admissions (for understanding of standards and residency requirements), and Center for Adult Learners and Veterans (for needs of adult learners and military-connected students). Provides intense, high-touch service through the inquiry and application process and serves as proactive concierge to a caseload of enrolled adult learners. This position would be dedicated to serve our satellite sites.

Student Safety - \$88,400:

The university police department is proposing the employment of 2 uniformed security officers that can provide safety escorts to students during evenings and weekends. Students will be able to utilize our safety app to request a safety escort and security officers will respond to their location.

Additionally, when not providing escorts the security officers will perform unlocks for on-demand unlock request, helping students and staff members gain access to their buildings in a more timely manner, which will increase their safety as they will not have to wait outside of a building for long periods of time waiting for it to be unlocked.

16) Credit hour enrollment growth at your institution was relatively flat in academic year 2018. In the event that a small amount of new funds were made available in FY 2020, what would be the budget priorities for your institution and how would new funds be utilized to best serve students? Please use the attached Excel template to provide the estimated cost associated with each priority (tab labeled New Funds – do not duplicate enhancement requests from question 15).

The University of West Georgia's enrollment continues to grow in graduate programs and electronic delivery. Once again, as in the past seven years, the current fall enrollment has set a new record with a total enrollment of 13,733 students.

The UWG's 2014 – 2020 strategic plan which focuses on the four imperatives of student success, academic success, partnership success, and operational success continues to drive us as we meet the needs of our students, our community, and the state. Everything we do is driven by and referenced to one or more of these imperatives.

At the heart of this plan is UWG's strong commitment to continue the leadership development and campus transformation initiative known as Engage West! which is now entering its sixth year of full institutional participation. Every 90 days all managers and supervisors are brought together for focused professional development in leadership enhancement. It continues to be an amazing experience to see over 250 supervisory employees working collaboratively across all boundaries to fulfill UWG's vision as "the best place to work, learn, and succeed."

The Engage West initiative serves as an engine for active participation in the decision-making processes on campus. The budget development process is one important example of this process. For

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each of the last five years, our budget development process has involved every unit on campus demonstrating a complete grass roots developmental endeavor. It reflects the energy and enthusiasm of the entire community not only in direction but also in priority. Specifically, we are requesting new funds that align with student success indicators and most importantly with the Chancellor's Strategic Priorities of Degree Attainment, Affordability, and Efficiency.

Our focus for next year's request centers around maintaining our core curricula and student services by replacing the reduced eTuition support; investing in retention and recruitment of our faculty and staff; and most importantly, investing in instruction and student support personnel to ensure student growth and success.

eTuition Support:

Continuing to support student affordability, we have included the second one-third reduction in undergraduate eTuition differential resulting in a \$28.78 reduction in the eTuition differential taking the per credit hour rate to \$28.78 for FY20 (see table below).

Originally our undergraduate eTuition differential represented over \$4,886,069 of recurring funding supporting 55 full-time faculty and staff dedicated to delivering online learning, innovation and development, and operations. In the current year (FY19) we reduced the undergraduate differential by one-third or \$1,628,878 and plan to reduce our revenue by an additional \$1,628,878 in year two of the phase out. This represents \$1,604,203 in lost recurring eTuition differential funding for FY20. We have listed the replacement funding needed as our top priority on the Excel template. The chart below displays the revenue reduction plan over the three year period.

eTuition Revenue					
Fiscal Year	Rate	Undergrad Revenue	Graduate Revenue	Total Estimated Revenue	Revenue Reduction
2018	\$86.33	\$4,886,069	\$2,020,035	\$6,906,104	\$0
2019	\$57.55	\$3,257,191	\$2,020,035	\$5,277,226	(\$1,628,878)
2020	\$28.77	\$1,628,312	\$2,020,035	\$3,648,347	(\$1,628,878)
2021	\$0	\$0	\$2,020,035	\$2,020,035	(\$1,628,312)

Employee Investment:

In 2008, UWG began investing in compensation with the first formal staff salary equity study. We are now in our third iteration having sought out Sibson Consulting in FY16 to review our staff efforts by developing a compensation philosophy for our campus, updating the market pricing for our current pay scale, and assisting us with an implementation plan to address areas of concern beginning July 2016. Even with two fiscal years of recurring staff equity salary increases aligned with the Sibson Study, we are still over \$1.5M of recurring costs from the market entry point of the 19 staff pay bands. In addition to the review by Sibson, we have committed to updating the faculty CUPA analysis which is also in its third iteration. Our faculty efforts began in 2011 with a formal external consultant review and has been updated since to better reflect the competitive nature and successes of our faculty. Due to our previous investments, we saw an overall reduction in turnover of faculty and staff on a year to year basis from 12.45% in 2014 to 8.01% in FY17. With the lack of merit increases and no recurring

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dollars to fund equity in FY19, we were not able to reduce salary disparities as compared to market rates. As a result, our turnover rate is returning to levels experienced four years ago (12.1%).

In addition, we gauge our effectiveness in this effort by our annual Engage West! Engagement Survey. As you can guess our lowest scores have traditionally been surrounding pay and benefits. Since the implementation of our equity salary plan the overall pay indicator has improved to 3.0 out of 5, a statistical increase of over 10% since 2014. Our efforts are improving the lives of faculty and staff and, with equal importance, improving the experiences of our students – **efficient and effective outcomes**. This year's investment will focus on updating our CUPA CIP code structure comparisons allowing our current faculty comparisons and those newly gaining promotion and tenure to maintain 88% of the CUPA median for faculty salaries and another step towards our staff salary equity goal. Due to the success of this initiative historically and the lack of funds for the current year, we are asking for recurring resources to continue our progress towards these salary equity goals.

Student Growth and Success:

While enrollment at UWG was relatively flat for academic year 2017-2018, the breakdown in enrollment patterns illustrates a more complex picture. Specifically, we experienced a dramatic increase in graduate student enrollment which was focused primarily in the College of Education. For example, Early Childhood Education (The BOR 2018 Regents' Teaching Excellence Award for Departments and Programs.) has increased by 262 graduate students in the past five years, an average of 52 additional new students each year (62 new Ed.S. students in 2018). This success is the result of concerted efforts to recruit and enroll adults and graduate students during the statewide decline in new high school graduates. It was determined that this growth and success could be strategically, and perhaps even dramatically, expanded in very selective areas with the allocation of additional resources.

Our request focuses on additional faculty in high growth, high demand areas (Education, Nursing, Health/Wellness, Sports Management, and Political Science). Additional resources are requested for direct student support for adults, veterans, financial aid, and counseling as well as improving the engagement (retention) of our students.

Without knowing what the final result will be regarding tuition increases, we have provided a single list of specific priorities totaling \$3,644,368 from state appropriations if that is the only source of new funds. Given the disparity in tuition between UWG and other institutions within the University System, it is imperative that we receive these resources if additional tuition dollars will not be available. Absent these resources, we continue to be at a disadvantage in serving students, achieving improved degree attainment, balancing eTuition cost reduction and innovation, and providing a high quality educational experience.

Below, we have provided undergraduate and graduate tuition and fee comparisons for your convenience. In both comparisons, we remain and continue to be the most affordable quality educational option in our sector. The disparity in graduate tuition continues to put undue pressure on UWG's undergraduate programs, since it is necessary to use undergraduate funds to support the graduate programs.

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FY2019 Tuition and Mandatory Fees

Sorted by In-state Undergraduate

	Undergraduate (15 SCH)		Graduate (12 SCH)	
	In State	Out-Of- State	In State	Out-Of- State
Georgia Tech University	\$6,212	\$16,510	\$7,902	\$15,292
University of Georgia	\$5,915	\$15,202	\$5,491	\$13,485
Georgia State University	\$5,429	\$14,716	\$5,744	\$16,076
Georgia College and State University	\$4,673	\$14,030	\$4,467	\$13,327
Augusta University - Summerville Campus	\$4,322	\$11,823	\$3,532	\$9,732
Valdosta State University	\$3,738	\$10,479	\$4,055	\$11,836
Kennesaw State University	\$3,716	\$10,579	\$4,476	\$13,542
Georgia Southern University	\$3,711	\$10,452	\$4,364	\$14,305
University of West Georgia	\$3,677	\$10,418	\$3,736	\$11,596
University of North Georgia	\$3,668	\$10,574	\$3,638	\$11,707

In making this budget request, we believe we continue to be good stewards of current resources as demonstrated in response to our update on UWG's CAR Action Plan Response and implementation identifying and realizing \$1.081M in redirected savings. We will continue to utilize the CAR process in a Phase II approach to identifying savings to redirect to our strategic priorities, e.g. Student Success!

Part VII: Academics

17) Discuss new academic programs under consideration for startup in FY 2020. Do you have plans to introduce a Nexus degree? How do the proposed programs line up with the goals of industry, the System, the region and the State? How were the needs for the programs and the program budgets determined?

The three new programs listed below were in the Academic Program Forecast (listed below) and have been in development for a while. These programs are not of the sort of high demand, high enrollment type of programs. Two of them, the BS in History and the BFA in Theater, however, are designed to drive up enrollments and in one case respond to the low producing programs report. The BA in Theater cannot compete with the BFA, the professional degree that all serious theater students desire. The BS in History responds to the needs of so many more social science minded history students who want practical internships in curation and digital humanities and to spend less time in foreign language requirements. This is consistent with a national pattern of humanities degrees that are moving away from the traditional, and increasingly cumbersome BA requirements, and moving toward more work-place related concentrations, such as professional writing, computer-based

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humanities support, and digital humanities. The other degree, the MFA in Studio Art, answers a demand of several years of Art BFA students who want to take their professional training to a higher level. We have been fielding requests for this degree since 2013, and after detailed study of the demand, we feel certain that this program would not only be viable, but would feed our growing graduate programming and would welcome graduate students to assist in the mentoring and development of our current undergraduate students.

UWG is not insensitive to the needs of developing programs to meet high demand needs and these programs are in the pipeline now. Faculty groups are working on cybersecurity, financial technology such as block chain, analytics, informatics, and film. In addition, we are exploring several possible Nexus degrees. Topics under consideration include professional writing, corporate communications, film, health & wellness, & many other less developed areas we intend to explore. Each of the Nexus ideas will be aligned with all constituents.

Each of the forecasted programs are detailed below.

1. Bachelor of Fine Arts in Theater

Currently, there are only three institutions within the USG that offer a BFA in Theatre (Columbus State University, Valdosta State University, and University of North Georgia). UWG is the closest in proximity to Atlanta, a burgeoning capital in the entertainment industry. Indeed, according to the FilmLA study on 2016, Georgia outpaced all filming locations, both nationally and internationally. (FilmLA, Inc.: 2016 Feature Film Study, p. 3) UWG Theatre Department wants to fulfill a strong need for artists in both the acting and design/technical fields of theatre and film in the Atlanta market. A close second in our reasoning is to recruit students to UWG and the Theatre Department. Because there are so few options for earning a BFA in Theatre in the state, skilled students are going out of state for this degree. High School students interested in pursuing a degree in Theatre at the University are being told by their guidance counselors and their Drama teachers to pursue the BFA. We want to give them what is in demand. Lastly, there is the data: CSU is bursting at the seams in terms of their BFA enrollment in both Acting and Design/Technology (as of Fall 2016 they have 84 students enrolled), VSU is holding steady at 82 (also in both Acting and Design/Technology from the Fall 2017 census) and at UNG, which has only the BFA with a concentration in Design and Technology, the enrollment is a very large 40 (from the Fall 2016 census). There is an obvious need for another BFA in Theatre degree in the USG.

According to the Georgia Department of Economic Development's Team Work: FY16 Year in Review, Georgia is ranked third in the US and fifth in the world for film production. This resulted in an over \$7 billion economic windfall for the state. There are over 159 camera-ready communities in the state (p. 8). What better place to develop on-camera and behind-the-scenes talent than in the state that boasts these numbers. Likewise, the arts community in the state is healthy and vibrant. The Georgia Council for the Arts distributed 179 grants to various state arts programs, totaling \$1.2 million (p. 10). What does this have to do with creating a new BFA degree in Theatre at UWG? It means that there are healthy, flourishing arts communities all over the state, and that there are people who support the arts. The BFA in Theatre will contribute performers, designers, publicists, artists, and arts supporters to the Georgia economy.

2. UWG's MFA in Art

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As a comprehensive university, the University of West Georgia’s Department of Art seeks to implement a Master of Fine Arts (MFA) in Art degree program to support the University’s and University System of Georgia’s strategic goal to expand graduate level programs offerings in an effort to meet state needs. The MFA in Art at UWG will assist in meeting the need of a growing state population and an Arts industry which contributes over “\$2.2 Billion in Economic impact, over 31,000 jobs and 1.3 billion in revenue” and part of the overall creative economy that contributes over “\$62.5 billion in economic impact, 5% of the total state employment or 200,000 employed with 12.1 billion in earnings” as reported by the Georgia Council for the Arts and the Economic Census and Non-employer statistics, 2012. The proposed program will graduate students in the visual arts with a terminal degree in the field. It will prepare students for faculty/teaching positions and professional practices within visual art and related fields by providing advanced training within their discipline, as well as pedagogy and guided teaching opportunities. Currently, there are only three MFA in Art degree programs in the state: two within the Tier 1 (UGA and Georgia State University) and one program within Tier 2 (comprehensive institution tier group) offered by Georgia Southern University. The new UWG MFA in Art will enhance opportunities for high demand career offerings within the state. Additionally, it will fill a niche within Tier 2 degree offerings for Georgia due to the distance separating UWG and Georgia Southern University.

3. Bachelor of Science History

The state of Georgia would benefit from a Bachelor of Science program in History at the University of West Georgia by offering students pursuing a history degree the opportunity to learn to use digital technologies in the study, interpretation, and presentation of the past. Those technologies can be applied in the historical discipline in performing quantitative analysis, researching sources, mapping, or presenting the findings of historical research in digital media, such as web-based platforms, digital applications, or film.

18) Discuss the success of programs created during the past 4 years. Have enrollment targets been met and have cost projections held true? How is the institution addressing any underperforming programs?

Programs created over the last four years have been consistently monitored and have been successful by all available measures. A brief detail of each is included. We created an **Ed.D. with a major in Higher Education Administration**. This degree was launched in Fall 2018 and this program enrolled a full cohort of 20 students. Cost projections held true and revenues will be projected toward continued growth. Given the large demand for the program and interest around the state for this fully online degree, we are very optimistic for the program in the future.

The second degree launched Fall 2018 is the **Bachelor of Interdisciplinary Studies**. This program is receiving a lot of attention, but we are currently unable to track majors as Banner updates are pending. The flexibility of this program has already been utilized to partner with local Chambers of Commerce, primarily in Coweta County, to meet workforce demands in real time. The Newnan instructional site has launched a technical and professional writing program that was specifically requested by employers in the area.

The **Bachelor of Science with a major in Health and Community Wellness** started in Fall 2015. This program now enrolls over 300 majors and was the fastest growing program over the same time

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frame. It is very successful and expansion plans are underway. Discussions are currently ongoing regarding expanding the program in Newnan and Carrollton. Cost projections held true and revenues have surpassed expectations.

The **Bachelor of Science with a major in Social and Behavioral Health** started in Fall 2017. This new program currently enrolls over 30 majors and has expanded collaborations across campus regarding mental health issues. No additional costs have been identified.

The **Bachelor of Science with a major in Organizational Leadership** (eMajor Affiliate), has been very productive with revenues exceeding expectations and cost projections remaining constant. Cost projections are constant, and revenues have been increasing in a similar pattern to other online programming.

No new programs developed over the last four years have been identified as underperforming. Should that situation arise, a similar approach to programs listed in question 19 will be employed to increase enrollment or sunset the program.

19) What existing programs have low degree production? What measures are you taking to improve the enrollment in these programs?

Eleven Programs appeared on the Low Producing Programs report in Fall 2017 (Listed below), down from 20 in 2016. All have been addressed. We have systematically reviewed academic programming over the last four years as part of the Provost's Scorecard and have made significant progress in reducing their numbers. One has reached a level that is consistent with additional study (*) in order to develop a plan to ascertain the viability of the program. One has been deactivated and will be terminated this year (**). Five were submitted for consideration as a family of degrees (***), which when combined with similar programs will not be on the list next year. The remaining four are listed for continued evaluation and may be sustainable with modifications to recruitment, retention, and curricular redesign. We will explore creating a family of degrees for the BBA in Real Estate since a large block of the coursework is shared with other programs in the department (Real Estate and Marketing). The BA in Global Studies is interdisciplinary in nature and may contribute to the new Bachelor of Interdisciplinary Studies. The BA in Theatre is being addressed with the addition of a BFA in Theater, which is a much more marketable degree that supports Film studies (& the GFA). The BS in Physics has attempted to expand through the REPP and a dual degree program with Kennesaw State University.

The following Eleven programs were on the 2017 Low Producing Programs report:

Master of Science Mathematics*
Master of Education Business Education**
Master of Education Educational Leadership ***
Bachelor of Arts International Economic Affairs ***
Bachelor of Arts Political Science ***
Bachelor of Arts Art ***
Bachelor of Business Administration Economics***
Bachelor of Business Administration Real Estate
Bachelor of Science Physics

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Bachelor of Arts Global Studies
Bachelor of Arts Theatre

Part VIII: Facilities

20) Highlight any projects in your existing Capital Plan that are integral to the goals and outcomes discussed elsewhere in this document (enrollment, academic, student success, etc.).

1. College of Business Building

FY20 Construction Funding - \$14.9M GO Bonds + \$5M Private Gifts

The New College of Business Building will provide the Richards College of Business a comprehensive site where all faculty, staff, and students will be housed in one building. The total project budget is \$23.5M. This amount includes the cost for abatement, demolition, and utility/site remediation on the Watson Hall site. UWG received FY19 Design funds in the amount of \$1.7M, will request FY20 Construction funds in the amount of \$14.9M, and FY21 FFE funds in the amount of \$1.9M. The project budget includes private gifts in the amount of \$5M.

Strategic Impact: This project facilitates the consolidation of the RCOB into a single new facility, allowing Adamson and Miller Halls to be strategically repurposed to meet student success and academic success goals.

2. Newnan Center Expansion

Proposed Funding: up to \$2M (~\$800,000 in real estate sale proceeds + up to \$1.2M Private Gifts)

The need for an increased presence in Newnan was identified in the Redevelopment Plan, but was deferred early in the planning process due to funding limits. Sufficient shell space is included in the completed project to fit-out and furnish up to 13,000 GSF of office and operations space for this growing USG program. It is anticipated that proceeds from the sale of the Shenandoah Center will offset the majority of the Phase 1 cost.

Conceptual Design is underway with the focus on optimizing classroom space, and providing for faculty and administrative space in support of the academic programming Enrollment Fall 2018 was 985 students unduplicated, with Student Credit Hours reaching record highs. With the addition of four new programs, enrollment trends should persist. UWG Newnan has partnered with the Coweta Chamber to enhance programming for Newnan residents to obtain workforce related degrees at the center to contribute directly to their community after graduation.

Strategic Impact: This project will set the stage for continued growth of the Newnan programs, allowing expanded offerings, community outreach, and continued collaborative partnerships in the region.

3. Athletic Complex - Phase II

Proposed Funding: \$7 - 10 Million

Relocation of the Tennis Courts, Track & Field, and the Baseball Stadium allows for greater consolidation of athletic and recreational activities on Northwest Campus. Consistent with the 2018 Master Plan, relocation of these facilities from their current locations on the main campus to the

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Athletic Complex will allow for the strategic re-use of valuable real estate for future projects, including residence halls and academic buildings.

Relocation and Upgrade of Tennis Courts and Track & Field: Relocation of the Tennis Courts and Track & Field is consistent with the Athletic Complex master plan. The tennis courts will be in better proximity to parking, support resources, and allows for an upgrade to NCAA Tournament requirements. The relocation allows for needed infrastructure parking support to the Campus Center.

The relocation of the Track and Field will include an upgrade to NCAA Guidelines, safe and secure track and field event elements, adequate storage facilities, and accessible restroom facilities.

Strategic Impact: This project provides for NCAA competitive facilities which have not been previously available. Improving athletic and academic recreation programs will have a direct impact on student retention. These venues will also contribute to increased community partnerships. The relocation of the tennis courts allows for visitor and community parking for nearby venues and provides space to future expansion of the Campus Center. The site of the current track has been identified as the location for new residence halls.

Relocation of Baseball Stadium: The relocation of Cole Field (baseball) to the Athletic Complex is consistent with the University's Master Plan. This project will place the baseball program in better proximity to parking, traffic, support resources, and will enable the University to recapture this valuable real estate for continued master plan development. Relocation allows the University greater flexibility in its academic plans to renovate and expand the Biology Building, reclaim additional space for student services in the refurbished Murphy Building, currently underway, and allows for greater consolidation of athletic and recreational activities on the West Campus, simplifying field maintenance and event operation. Additionally, the relocation will provide the opportunity to implement energy-saving procedures, such as the use of LED lighting and installations of restrooms and ramps that will make the facility fully ADA compliant.

Strategic Impact: This project will allow for reclaiming real estate for intramural fields in closer proximity to student residence halls. Part of the real estate for the existing baseball field has been identified as future Science & Math Complex building location in the new campus master plan.

4. Infrastructure and Life Safety Improvements - Education Center

Proposed Funding: \$5 Million

The Education Center is a two-story pre-cast concrete tilt-up structure and primarily houses classrooms and support space for the College of Education that was constructed in 1970. This project will replace the electrical distribution system including the transformer, switchgear, panels, wiring, and will replace inefficient lighting with efficient and cost effective units. This project will upgrade the mechanical system to include the chiller and air handling units. Also included is upgrading the original hydraulic elevator, replacing the original fire alarm system, adding a fire sprinkler system,

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and making building upgrades to meet the requirements of ADA. The result will be a better teaching and learning environment capable of meeting the emerging pedagogical techniques.

Strategic Impact: This project will preserve the learning space capacity for the College of Education. Increasing system failures and condition of the HVAC and electrical systems put this building at risk and negatively impact learning environments in the facility.

5. Academic Quad Renovation

Proposed Funding: \$57 Million

The 159,056 GSF Campus Quad includes three UWG facilities – Pafford, Boyd, and Humanities – that were constructed from 1968 to 1970. The three academic buildings, together with the Library (renovated 2011) are of nearly identical construction and with the exception of Humanities, are connected by a series of elevated walkways. The facilities have never been renovated in their nearly 50 year history and a 2012 FCA by ISES Corp. indicated over \$18M (\$21.5M in 2021 dollars) in capital renewal and deferred maintenance (CRDM) needs. These crucial academic buildings contain 53,764 ASF of instructional space and account for 40% of UWG’s weekly student contact hours. Classrooms are heavily utilized with an average classroom metric of 0.55 and are home to the College of Social Sciences, Art, Music, Mass Communications, Physics, Math, and the university’s data center.

This project will completely renovate the Campus Quad by retiring all CRDM work and allowing an additional \$75/GSF for program changes and plant adaptation. The project also includes up to 20,000 GSF of new construction that will allow classroom station sizes to meet current standards, provide updated pedagogy and technology, and add needed classrooms and faculty offices. Additionally, the project will correct critical life safety and ADA deficiencies and will include a centralized heating and cooling plant and distribution system for increased energy efficiency.

Strategic Impact: This project will preserve the learning space capacity for the College of Social Sciences, College of Arts and Humanities, and College of Science and Math. These buildings house the learning spaces that account for 40% of undergraduate credit hours. Increasing system failures and condition of the HVAC and electrical systems put these building at risk and negatively impact learning environments in the facilities.

6. Sanford Hall Accessibility Improvements

Proposed Budget: \$2 million

This three-story masonry and concrete structure constructed in 1938 has a partial basement and second floor. It now houses the offices of the President and Provost of the university, Chief of Staff, as well as the Department for Institutional Effectiveness and Assessment. Several ADA and code compliance issues have been identified, including main entrance access, bathroom’s ADA compliance, and building evacuation routes. This renovation will include a small addition to create an opportunity to enhance accessibility to the facility.

Strategic Impact: Sanford Hall houses the President’s Office, Provost’s Office, and Institutional Effectiveness and Assessment, The building is not ADA compliant, impacting our ability to effectively host partners, giving community, and donors.

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21) Are there any facility expenses, including one-time or ongoing maintenance needs, which are not discussed in the Capital Plan that will have a major impact on operating budget planning for FY20? Provide details and budget impacts.

1. UCC HVAC upgrades

Proposed Funding: \$200,000 Institutional Funding

Phase 1 of the revised HVAC replacement plan for UCC will involve adding 4 rooftop units to serve the Third Floor lobby area as it is the area in the most need for supplemental air conditioning due to the reduced capacity of the existing system (two of the four air distribution units have been decommissioned due to poor condition). Phase 1 of the HVAC replacement plan also includes routing chilled water piping from the mechanical room to the exterior of the building to facilitate a quick replacement of cooling capacity in the event the existing chiller fails beyond repair. The revised HVAC replacement plan provides for a more cost effective short-term solution to the building's critical air conditioning needs. The permanent replacement of the UCC HVAC system is estimated at \$4 million.

Strategic Impact: This building houses the Auxiliary Services Department as well as the Post Office, Veterans Affairs, Risk Management, and numerous dining options. The current HVAC system is currently nearly 50 years old and in danger of catastrophic failure. If this system fails before we are able to install new equipment we would be forced to find alternate temporary locations for all of these functions. The impact could be detrimental to these critical programs that serve our student body and the cost for temporary facilities and accelerated construction schedule would grow exponentially. This could negatively impact our enrollment and student retention.

2. Z-6 HVAC Upgrades - Phase I

Proposed Funding: \$1.5 M Institutional Funding

The existing system is more than 40 years old and parts are no longer available for the components. The control system is pneumatic and the piping is beyond repair due to the inaccessibility of the piping. The drain pans are rusted out due to age, and we are unable to maintain temperature and humidity levels, making it very difficult to maintain comfort levels. A new control system along with the new air distribution system will allow us to communicate with the campus wide energy management system. This will allow us to implement schedules, increasing comfort while saving energy. Phase I will address the 2nd Floor, main dining area and kitchen, HVAC system and issues.

Strategic Impact: Continued institutional fund diversion to address infrastructure needs reduces the funds available for more direct student initiative related goals and outcomes.

3. Instruction and Pedagogical Improvements

Proposed Funding: \$150,000 (Assessment Phase)

Academic efficiency and student learning is often affected by the surrounding environment. In order to ensure an environment conducive to learning, we must address pedagogical concerns.

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Faculty continue to struggle with class size, room design, acoustics of outdated buildings, furniture, sight line issues, HVAC systems, lighting, wayfinding, and security (single exit classrooms with the podium across the room). Also, we must consider the changing nature of our student body including adult learners and accessibility. We need a range of adjustable spaces that will accommodate a variety of disciplines including classroom, studio, and rehearsal space. Flexible space will enable us to continue to foster interdisciplinary liberal arts education, while also enhancing retention, progression and graduation for students during this time of extraordinary growth.

Strategic Impact: If successful in not diverting year-end funds for infrastructure and deferred maintenance projects, more academic program impact projects could be funded with year-end funds.

4. Renovation for University College

Proposed Funding: \$425,000 Institutional Funds

To assist with the success of our Momentum Year plan we need to centralize the instructional services for our undeclared students to create an environment that maximizes student success with the addition of a “University College.” Renovations are needed to two existing buildings over the next few years to include: renovating space in Gunn Hall to create a multi-use conference/classroom to seat 20 at a cost of \$100,000 and add a dual purpose copy room/break area for \$25,000; and renovating the Old Auditorium for the Center for Teaching and Learning by creating a new facade and entryway to showcase the Center at a cost of \$300,000.

Organizing and structuring campus facilities to present academic programming has been reviewed and we believe Gunn Hall is ideal to consolidate academic outreach in a unified area central to campus that promotes interaction between faculty, staff, and students. The earliest step includes relocating the Center for Interdisciplinary Studies and First Year Seminars Program into Gunn Hall in the current space controlled by Academic Affairs (A100). Phase two of the centralization process would include arranging a central office for LEAP, G2C, CCG, and all academically focused retention, progression, and graduation efforts. Creating a physical space for these units and initiatives brings them to the forefront in image and action. We believe creating this space in Gunn Hall would then lay the foundation for Phase three, creating a full service University College as an umbrella for all these areas. This may require additional space, but minimal resources as many of these offices and positions already exist somewhere on campus, typically wherever there happened to be a spare office when they were created.

The Center for Teaching and Learning provides faculty with high-quality, evidence-based professional development and information about innovative techniques, research, and pedagogy so that they can foster engaged and effective learning environments for our students. The CTL supports Student Success and Academic Success by helping to advance productive faculty development, Partnership Success by building strong collaborative relationships with both internal and external partners, and Operational Success by helping to create a workplace of choice for faculty members. Through this ongoing faculty development work, the CTL is at the forefront of UWG’s culture of improving retention, progression, and graduation rates and of reducing the number of students who drop, fail, or withdraw from their courses.

Strategic Impact:

Committed to student success, Academic Affairs is aligning its best practices for teaching and research with several national and state initiatives that help students in the transition to learning in college, provide students with more opportunities for experiential and applied learning, and prepare students for more vital engagement in professional and civic work after degree completion.

LEAP West! reflects West Georgia's own efforts to improve the quality of undergraduate education by focusing on key essential learning outcomes, principles of excellence, and authentic assessment practices that provide students with a more dynamic learning experience. At its core, LEAP West! is committed to:

- *Faculty leadership in course and curriculum design aligned with best national practices;*
- *Engaged collaboration and partnerships between faculty and staff in support of student learning and success;*
- *Actively supporting and improving student retention and progression toward graduation; and*
- *Providing students with the practical skills, problem-solving and critical thinking abilities, and civic awareness required for personal and professional success in the twenty-first century.*

*Academic initiatives emerging from LEAP West! include **First-Year Academic Experiences** (First-Year Seminars, Learning Communities, and a First-Year Engagement Series) that help students make successful transitions to learning in college; a **Guided Pathways Initiative** that helps students make essential connections between courses, majors, and future professions; enhanced opportunities for **Experiential Learning** (undergraduate research, service learning, study abroad and away programs, and internships); and **Capstone Seminars and Experiences** that help students reflect upon what they have learned in college in relationship to their future professions and goals.*

5. Cobb Hall HVAC Improvements

Proposed Funding: \$2,500,000

The HVAC systems for Cobb are based on a 1960's design for a two-pipe system with cooling capacity being limited by the water transfer piping being original designed only for heating the building. The current fan coil units were added in 1998 for cooling with minimal outside air included. The fan coil units are well past their life expectancy and the programming for the building has changed resulting in poor ventilation and dehumidification during humid summer months. This has resulted in mold and mildew issues throughout the building, causing numerous complaints from the building occupants. The limitations of the existing HVAC system has resulted in loss of work time during the humid summer months due to poor IAQ and resulted in inappropriate temperatures in office and meetings spaces during mild winter days.

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Strategic Impact: Cobb hall currently the office space for both Information Technology Services and the University's Foreign Language department. The proposed project will install the necessary equipment to bring the HVAC systems up to latest ASHRAE standards to provide for occupant comfort being drastically increased along with improving the IAQ of the building providing for a safe work environment.

6. Maintenance and Support Services for Specialized Systems - Facilities Recurring Costs

Proposed Recurring Funding: \$50,000 annually

There are a number of installations of specialized systems and equipment in critical facilities that require ongoing maintenance and service that can't be supported through the current M&O budget unless critical services are curtailed elsewhere. These systems include: Scoreboards and Hoist Systems (Coliseum); 5,000-seat Operable Bleachers (Coliseum); Hoist and Rigging System (Performing Arts); Stage Lift (Performing Arts); Operable Walls (Campus Center Ballrooms); Operable Classroom Wall (Biology TEAL Classroom). All these systems require periodic service and repairs and the systems must be properly inspected and maintained to ensure their safety.

Strategic Impact: Proper periodic inspection, maintenance, and repair is necessary to ensure safe operation.

7. West Georgia Drive Improvements - Phase I

Proposed Funding: \$2.5 M

UWG plans to partner with the city of Carrollton via multiple phases to accomplish this improvements to this 1.27 mile road, the primary travel route for virtually all vehicles on campus. The original road was constructed using residential and 1960s traffic and pedestrian control techniques. The heavy commercial traffic of today is causing the pavement and substrate structure to fail, presenting continuous pot holes and pavement failures. The many years of pavement overlays has caused delamination of the pavement structure as well as filling the gutters with asphalt inhibiting storm water management. The sidewalks are very narrow and are not ADA accessible. UWG would pursue partnerships with local government for funding opportunities.

Strategic Impact: Continued institutional fund diversion to address infrastructure needs reduces the funds available for more direct student initiative related goals and outcomes.

8. CMMS and Project Management Improvements

Proposed Funding: \$250,000 Institutional Funds

Upgrade AiM/AssetWorks CMMS system to further enhance M&O resource functions by providing an integration with the Banner system for consistency/clarity, implement enhancement recommendations to increase the data retrieval, and add CPPM (Construction Planning and Project Management) module to incorporate PCS program planning and project management to eliminate the need for the eBuilder system and will allow for a strong data correlation between the Facilities and PCS departments.

Strategic Impact: This project will allow for a stronger data correlation between the Facilities and PCS departments by housing all project information and repairs in a single location

9. Maintenance & Operation Recurring Expenses

Access Control Technician (Facilities) (\$57,000) - Under the direction of the Access Control Manager, the Access Control Technician will troubleshoot lock/access issues within our 53 key boxes, 1400+ card-readers, 250+ ancillary devices, and 850 WiQ locks throughout the campus, replace batteries and antennas, perform preventative maintenance, and assist with educating the campus on access control issues. The Access Control Technician will also assist the two Campus Locksmiths who are servicing all locks across campus. With the hiring of an Access Control Technician, preventative maintenance activities will be performed routinely to help ensure that our equipment will last for its anticipated life cycle. This will free up the Access Control Manager to focus on policy/procedure documentation, new technology research, educating the campus on access control issues, attend pre-construction meetings, contractor relations, meet with departments regarding re-keying of campus, and other administrative responsibilities.

Night Shift Supervisor (Facilities) (\$67,535) - This person would be responsible for all Facilities operations on the night shift. Over the coming year we will be shifting approximately 30 positions to the night shift to perform much of the deep cleaning work performed by the Custodial Department. The night crew will also include up to two Maintenance Mechanics that must collaborate with the Custodial Team. This position would be responsible for all work that is performed at night, including scheduling, quality control, supervision, and employee relations.

Professional Development/Training Coordinator (Campus Planning & Facilities) (\$61,130) The Facilities maintenance and operations workforce has a number of employees who are approaching retirement age, and who possess considerable institutional knowledge regarding our older facilities. Many of our newest recruits are younger and less experienced in maintenance of our older systems and are facing the challenge of maintaining and servicing high tech building systems with limited experience and training. At the same time, Campus Planning and Facilities has developed a career ladder progression model that seeks to develop the necessary competencies within our workforce and advance the knowledge and skill to operate and maintain a diverse 21st century campus. This position would develop and implement training and professional development programs for our workforce to meet these challenges and to retain critical knowledge and grow the organization from within.

Maintenance Planner (Facilities) (\$67,535) - Under the direction of the Assistant Director for Administrative Services this position would maintain asset information within the CMMS system while leading the initiative to shift our work from reactive to planned maintenance. They will design the PM Standards in the system ensuring that each piece of equipment is maintained in accordance with the manufacturer's instructions, and that work is performed at prescribed intervals. They will ensure that the PM work is prioritized using the data from the Facilities Condition Assessments which this person will maintain in the CMMS system. The planner will assist in assigning work for the maintenance teams and work with the Assistant Director of Maintenance Operations to ensure that priorities are aligned with overarching departmental goals.

Public Works Procurement Specialist (Planning & Construction Services) (\$55,385) Increase in the volume of project processed through PCS has significantly increased the services related to contract administration. This includes all services from proposal review, contract preparation,

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invoice review and processing, BOR compliance, and Public Works administration management. The increased services has inhibited the ability to move forward with strategic initiatives in PCS for dash boarding, capital finance analysis and modeling, and CA procedure development. This position would be responsible for the services associated with all Public Works contracting and finance compliance, dash boarding, and CA procedure development and training initiatives.

Part IX: Information Technology (IT)

22) What are the trends in the overall IT expenditures of the institution over the last three years and where has the institution strategically invested in IT solutions to improve student outcomes or administrative efficiencies.

Over the past three years, IT investments have been made to strengthen our information security posture, to optimize our cyberinfrastructure, and to strategically align the ITS Division across the University.

Cybersecurity remains a top priority and to that end, multifactor authentication (MFA) has been implemented campus-wide for OneUSG and across several functional units for Banner 9 administrative forms access. Additionally, SecureWorks, a managed services information security provider that detects and responds to cyber threats has been implemented, along with LogVault, an IT systems log analysis tool designed to detect and prevent cyber threats. We have also deployed, in limited fashion, Red Cloak, an advanced end-point threat detection system.

Optimizing the campus cyberinfrastructure also remains a top priority, as the cyberinfrastructure serves as the foundation for the delivery of core IT services that support teaching, learning, research and operational activity. In today's highly digital environment, student success, academic success and operational success requires a cyberinfrastructure that is reliable, resilient, robust, secure, easy to use and ubiquitous. With this in mind, a new bandwidth management tool has been implemented, expansion and optimization of our wireless network, our disaster recovery site, and our data protection and recovery solution have occurred. Additionally, data center electrical and environmental components have been upgraded and optimization of the University's fiber infrastructure is underway.

Organizational restructuring, to include Project Management Office expansion and transition to the Office of IT Strategic Planning, has also occurred over the past three years. Business relationship resources are now in place and actively working with departments and business units to increase operational efficiencies associated with the current technology landscape, from both a functional and technical standpoint, as well as assisting in the creation of technology roadmaps to enable the future landscape.

23) Discuss the investments your institution has made in relation to cybersecurity operations, including multifactor authentication. What cybersecurity related services would your institution be interested in having the USO/ITS provide?

As noted in Question 22, cybersecurity remains a top priority and to that end, multifactor authentication has been implemented campus-wide for OneUSG and across functional units for

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Banner 9 administrative forms. To further strengthen our information security posture, we should expand multifactor authentication to other services in FY20, particularly email services, as reflected in our response to Q14 for new one-time funds.

Centralized USO/ITS services that would be of great benefit to USG institutions include cyber incident response standardization and forensic analysis assistance, system-wide cyber insurance coverage, quarterly penetration testing by a certified entity, and regional Chief Information Security Officers (CISOs) to assist institutions unable to fund the CISO role.

24) Discuss the information technology needs of your institution other than cybersecurity. What is the FY20 annual projected IT spend concerning the remediation/mitigation of audit findings, legislative mandates, or regulatory requirements? IT needs that have been identified as top priorities for your institution should be included as a part of your FY20 funding request (Question #15) if your institution has been permitted to request new funds.

UWG will refresh key cyberinfrastructure and data center components in FY20. Additionally, we will refresh educational technology components in the classroom and computer labs. UWG does not anticipate usage of FY20 funds for remediation/mitigation of audit findings, separate from cybersecurity items previously addressed in Q#14.

Part X: Major Success/Accomplishment

25) Use this section to highlight one major success/accomplishment at your institution that is in alignment with one or all of the Chancellor's three priorities.

- **Degree Attainment:** ensure more Georgians enter the workforce with a college degree.
- **Affordability:** make college more affordable for Georgians.
- **Efficiency:** find opportunities to be more efficient and control costs.

Please attach a one-pager that succinctly presents this success/accomplishment. This is an opportunity to brag on yourself. The information provided may be used in external communications.

Please include the following elements as you deem appropriate:

- **Background**
- **Who benefited?**
- **Impact on student success**
- **Impact to the State of Georgia**
- **Savings (\$), if applicable**

One major success or accomplishment that we are most proud of is improving our graduation rates. As the charts on our institutional research website will show, we have over the past few years steadily

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improved both our four and our six-year rates. The six-year rate from the Fall 2012 cohort is 42.25% from four years previously at 38.97%. The four-year rate has climbed to 22.10% from four years previously at 15.61%. Of particular note is our graduation rate for African American females. The six-year rate for the Fall 2012 cohort is 50.5%. We would assert that this uptick in the four-year rate is quite remarkable. This accomplishment, furthermore, is quite clearly consistent with and supportive of the first two of the Chancellor's three priorities: completion and affordability. While increases in graduation rates are fundamentally about completion, it also is supported by and results in greater affordability. Our work on increasing the use of affordable (perhaps low cost or no cost) textbooks and other classroom materials as well as reductions in other student costs (tuition [eCore and recently eTuition] and fees), and avoiding the costs of repeating classes as a result of more successful progression, is all part of what is behind this endeavor.

While it is impossible to point to any one thing as a cause for such a complex thing as retention or graduation rates, it is our view that our work on Complete College Georgia (CCG) and now the Momentum Year must capture a great deal of what has gone into those improved rates. As the below chart indicates, UWG has prioritized five (in some years fewer) high-impact strategies to achieve its completion goals. These strategies, furthermore, have been explained in the annual CCG reports over the years. What stands out over the years is increased attention and work in advising, scheduling, academic support, and well as alternate credit-bearing activities. Our intrusive advising was enhanced by our joining the EAB SSC collaborative and getting that fully implemented in 2014. As a kind of halo effect of that work, our Center for Academic Success in concert with the Advising Center orchestrated increases in the use of Supplemental Instruction (SI) as well as tutoring, and as part of the EAB suite of products began to employ an Early Alert or early Progress Report system. Finally, the attention to success rates in our Gateway Course, first-year courses that can be "game stoppers" for so many of our new students, has been a steady part of our RPG efforts (as it was called back in 2010), and then the G2C efforts (we were early adopters) and now as part of our Momentum Year projects. As a results we have seen increases in success rates of first-year English and Math. We will not claim grand slams in this regard, but we do believe we have made some base hits.

In addition to providing assistance to students in the traditional courses, we expanded and encouraged alternative courses and course schedules. We piloted block schedules for students interested in art and foreign languages. These were quite successful, though small in number. We also increased our deployment of credit by exam, competency-based classes, dual enrollment, and online offerings. The dual enrollment numbers increased dramatically over the past four years, going from 365 to 608 in Fall 18. As for online, the number of online offerings at UWG has increased during this period by an order of three magnitudes. Also, we have created new programs and pathways over those same years, particularly for would-be nursing students and our adult learners. We have customized a version of the eMajor Organizational Leadership for our adult population in Newnan and similar work is being done in Douglasville. Admittedly, that work is new and could not claim to have played much a role in the graduation rates that we are discussing here; however, it is part of the outgrowth of the same set of efforts.

What is truly consistent over this period is a solid commitment by the institution to increase student access, affordability, and success through the broadest attempt to change the local culture and to change not only the sense of urgency about this social issue but also to change the discourse. For example, our work in the development the Carroll County Education Collaborative (CCEC) coordinating our efforts with our K-12 and our Technical College partners in order to increase high-

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school graduation and then to increase the rates of those high-graduates in obtaining either enrollment in a post-secondary institution, or employment, or enlistment in the Military has added greatly to the amplification of this discourse. In addition to the multiple workgroups sharing data and information, we have developed several articulation agreements with West Georgia Technical College and have a mutually beneficial and supportive relationship with them that is second to none in the state. These efforts result in a discursive reinforcement that can in time bend the ideological status quo to the extent that completion, student success and completion, is the default attitude.

Since the first meeting, the CCEC has committed to assuming the shared responsibilities of fostering change, achieving coherence in curriculum and promoting success for students past high school graduation. The ultimate goal of the collaborative is to help students find opportunities throughout school so that they are prepared to enroll in higher education, enlist in the military, or become employed in a meaningful career within four years of high school graduation. During the 2015-2016 school year, the CCEC committed to a design process to produce a “community response” model with the intention of replication in other communities in the west Georgia region. During the 2016-2017 school year, implementation of a developmental theme approach from birth to career was implemented. The CCEC transitioned from a model design process to an operational level after the 2017 Summit. Consequently, intentional structures, communications and performance indicators have been operationalized within annual, quarterly and monthly expectations.

Key successes of the Education Collaborative

- High School graduation rates in Carroll County improved as compared to the state average of 72% - Carroll County improved its graduation rates to a record 90% and Carrollton City 88%!
- From 2016 – 2018, nearly 4,000 8th Grade students (with an annual increase of 15% participation over that period) attended the annual Career Expos at UWG and WGTC introducing them to up to 23 career pathways.
- At UWG, dual enrolled students increased from 79 in 2013 to 680 in 2017.

Finally, we have to say that graduation rates are a lagging indicator of a very complex network of actions and decision, some intentional and some accidental, but the reason we use them is that it is indeed a sign of institutional health if the rates increase. More students are choosing to stay and graduate, therefore indicating satisfaction with the institution. Our efforts toward this goal have been broad and several and the downside of that approach is that sometimes it is not sustainable, especially in times of budget downturns. Therefore, our next effort is to conduct the institutional analysis necessary for teasing out from our many, many initiatives the ones the demonstrably work from those that don't. It is challenging work, but very important work. In the end, we are pleased with the work we have done, but we are by no means stopping to rest or take a victory lap.

NOTE: In addition to the FY 2020 Budget Discussion Template, please complete (as applicable) all tabs included in the attached Excel file regarding the fiscal year 2020 budget request. The tabs are labeled (1) Enrollment Trends, (2) Academic & Financial Aid Data, (3) Financial Trends, (4) Employee Data (5) Auxiliaries & Student Activities, (6) FY19 One-Time Projects, (7) New Funds, and (8) Reduction Actions.

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FY2020 Budget Request

FTE	Item	Total
<i>Convert eTuition Positions:</i>		
1	Accounting Lecturer	\$70,272
1	Biology Lecturer	\$62,176
1	Criminology Lecturer	\$48,719
1	Management Lecturer	\$77,077
1	Biology Limited Term Instructor	\$57,239
1	Sports Mgmt/Wellness Limited Term Instructor	\$52,739
1	Criminology Limited Term Instructor	\$53,614
0.75	Graduate School Records Coordinator	\$40,182
1	DL Academic Instructional Support Specialist	\$68,494
1	DL Web Developer Associate	\$74,732
0.24	Math Tenure Track Faculty	\$18,470
1	ITS Web Developer	\$77,709
0.23	DL UWG Online Help Desk Manager	\$20,285
0.41	ITS Manager of Application Develop. and Support	\$49,051
0.86	SAEM License Professional Counselor	\$63,079
1	DL Instructional Designer	\$78,201
0.17	DL Instructional Designer	\$8,638
1	DL Help Desk Representative - Associate	\$53,578
1	ITS Client Services Manager	\$67,297
1	Nursing Instructional Designer	\$76,539
1	Nursing Departmental Associate	\$53,149
1	RCOB Academic Advisor (staff)	\$52,420
1	DL Academic Instructional Support Specialist	\$78,706
1	Library Department Assistant	\$39,008
0.75	Biology Lab Coordinator	\$33,544
1	Library Department Assistant	\$44,865
1	Library Department Assistant	\$44,385
	COE Faculty Director Stipends (2)	\$31,250
0.5	COE Tenured Department Chair	\$44,190
0.44	Sociology Department Assistant	\$17,678
0.72	Wolf Radio General Manager	\$46,917
25.07	eTuition Funded Conversion	\$1,604,203
<i>New Funding Request:</i>		
	Faculty Promotion & Tenure	\$250,000
	Salary Equity - Faculty & Staff	\$900,000
1	Associate Professure Tenure Track Elementary Ed	\$77,700

1	Assistant Professor Tenuare Track Community Health	\$77,700
1	Instructor Sports Management	\$71,200
1	Assistant Professor Political Science	\$75,200
1	Director BSN to 12 mos	\$20,888
1	Bursar Call Center	\$38,665
1	Center for Adult Learners/Veterans (CALV) Staff Ass	\$52,340
1	Counselor Access Services	\$60,048
1	IT Security Administrator	\$113,950
1	Access Control Technician	\$57,300
1	Biology Instructor	\$68,500
1	Administrator Budget Supprt-AA	\$55,385
1	Coordinator CSI	\$47,120
1	Associate Director - Enrollment Services	\$74,169
14	New Funding Total	\$2,040,165
39.07	Total Funding Requested	\$3,644,368