

Memorandum

To: General Faculty

Date: March 11, 2026

Regarding: Faculty Senate Agenda for March 13, 2026 in Richards Hall, room 102

1. Call to Order
2. Roll Call
3. Minutes
 - A) The February 6, 2026 Faculty Senate Meeting Minutes were approved electronically on February 19, 2026.
4. Discussion with Leadership
 - A) President
 - B) Provost
5. Committee Reports

Information Items (Dylan McLean, Chair):

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Stacy Boyd, Chair)

Action Items (Addendum I):

- A) College of Humanities, Arts, and Social Sciences

- 1) School of Visual and Performing Arts

- a) [ART - 3400 - Graphic Design Survey for Non-Art Majors](#)

Request: Revise

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall

curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

b) [ART - 3402 - Typography and Visual Systems](#)

Request: Revise Course

In preparing for ART's NASAD self-study and visitation, the Graphic Design Concentration is updating its curriculum and progression through ART's BFA degree plan to be in alignment with the other ART BFA concentrations. In doing so the updates will provide more options for choice in the progression of the student through the concentration while removing barriers in progression towards graduation due to the current sequential nature of the concentration.

c) [ART - 3403 - Survey of Contemporary Graphic Design](#)

Request: Revise Course

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the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

d) [ART - 3606 - Visual Systems and Abstraction](#)

Request: Create New Course

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e) [ART - 3821 - Alternative & Experimental Printmaking](#)

Request: Create New Course

This course has been developed in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD. The course also presents a concentrated forum for students to explore new and alternative ways to printmaking, be that through new and emerging technologies, processes, and/or conceptual inquiries. The class will also aid in possible issues degree progression due to scheduling as well as adding more in the way of class options for the

Printmaking concentrators to choose from. This increase in course offerings also provides a less prescriptive and more student centric pathway to graduation.

f) [ART - 4400 - Design Strategies and Studio Problems](#)

Request: Revise Course

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g) [ART - 4405 - Motion, Media, and Interactivity](#)

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA

in Art degree at UWG. As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

h) [ART - 4406 Prof Practice and Portfolio Development](#)

Request: Revise Course

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i) [ART - 4586 Internship](#)

Request: Revise Course

We are updating the course credit hours to eliminate the confusion that students have in entering the number of credit hours that they are signing up for.

j) [ART - 4605 Advanced Painting](#)

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Painting, curriculum (structure) and subsequent courses (ART 4605, 3601, 3602, 3605, 4603, 4604) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues) - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

k) [ART - 4805 Advanced Printmaking](#)

Request: Revise Course

This course has been modified in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD. Modifying the course description more accurately reflects the courses covered content. Modifying the course's credit hours reflects the standard Lecture, Lab, Credit hours designated for this class, and reduces the confusion that has periodically occurred in having the course designated as a variable credit hour course.

l) [ART - 4901 3D Digital Modeling](#)

Request: New Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the

NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture: - Introduction of new classes such as ART 4901 - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

m) [ART - 4902 Figure Modeling](#)

Request: New Course

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issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

n) [ART - 4904 Advanced Sculpture](#)

Request: Revise Course

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o) [ART - 4998 Senior Capstone Experience I](#)

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration

within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

Additionally in fulfilling the USG and Provost initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

p) ART - 4999 Senior Capstone Experience II

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or

created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language. Additionally in fulfilling the USG and Provost initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

B) College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [PHYS - 1111K - Introductory Physics I](#)

New Course Request

PHYS 1111K (Introductory Physics I) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences. UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements. Integrating the lecture and laboratory components into the combined PHYS 1111K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics I is evaluated through the analytical components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1111 and 1111L into PHYS 1111K we can more closely align the topics in each which will enhance student comprehension.

b) [PHYS - 1112K - Introductory Physics II](#)

New Course Request

PHYS 1112K (Introductory Physics II) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences. UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements. Integrating the lecture and laboratory components into the combined PHYS 1112K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics II is evaluated through the analytical components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1112 and 1112L into PHYS 1112K we can more closely align the topics in each which will enhance student comprehension.

c) [Engineering Science, B.S.](#)

New Program Request

The B.S. in Engineering Science addresses a critical workforce need for professionals who combine technical engineering knowledge with managerial skills. This interdisciplinary program prepares graduates for high-demand roles in manufacturing, quality control, and public works, aligning with Georgia's STEM workforce strategies and regional economic growth priorities.

d) [ENGR - 4086 – Internship](#)

New Course Request

Including an internship course in the engineering science program provides students with valuable opportunities to apply classroom knowledge in real-world professional settings. The internship experience enhances students' technical competence, problem-solving abilities, and professional skills such as communication, teamwork, and ethical responsibility. By engaging directly with

industry, students gain practical insight into engineering practice, strengthen career readiness, and clarify academic and professional goals. This experiential learning component supports student success, retention, and employability while aligning the program with best practices in contemporary engineering education.

2) School of Computing, Analytics, and Modeling

a) [MATH - 2009 - Sophomore Seminar](#)

Revise Course Request

1. The technology portion of the course is being increased so that students will get early experience with mathematical software and typesetting. 2. The introductions to areas of mathematics will be more in-depth than before. 3. Our Field of Study includes CS 1300, which is being changed from a 4-hour course to a 3-hour course. MATH 2009 is being expanded into a 2-hour course to replace that hour.

C) College of Mathematics, Computing, and Sciences

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

Revise Program Request

COMM 4426 – Fiction Film Production has found a new place in our evolving curriculum as a semester on set that we are shifting from an advanced level option to an intermediate level class, accessible after only COMM 3353 (our introductory level production class). This change will place COMM 4426 in the “choose 1” option for intermediate classes, along with several other newly designed intermediate-level classes: COMM 4305 Intermediate screenwriting, COMM 4306 Lighting in Cinematography, COMM 4404 Dialogue Recording & Editing, COMM 4410 Production Design for Film & Video, COMM 4411 Branded Content Production, COMM 4412 Titles, Compositing & Color.

2) [COMM - 4306 - Lighting & Cinematography](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we decided to split our Cinematography class into two classes, each focusing on a different aspect of the craft. COMM 4406 will become Camera in Cinematography and focus intently on camera operation and camera movement. This new class, COMM 4306, will be called Lighting in Cinematography and will focus more on the

lighting aspects of the craft. Student that have taken either version of COMM 4406 MAY take this class for credit. This class is being offered Sp26 as a special topics course in Lighting and Cinematography (COMM 4485).

3) [COMM - 4404 - Dialogue Recording & Editing](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4404 - Dialogue Recording & Editing addresses a prior gap in our curriculum that was filled piecemeal through other classes due to capacity. This class is being taught Spring 26 as a special topics class.

4) [COMM - 4410 - Production Design for Film & Video](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4410 Production Design for Film & Video was taught in Spring 25 as a very popular special topics class on Art Direction, and we have decided to name it Production Design, being the umbrella term that encompasses Art Direction along with other world- and character-building crafts within the film industry.

5) [COMM - 4411 - Branded Content Production](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the

intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4411 Branded Content Production is an intermediate, hands-on course, where students learn to shape emotionally resonant narratives and high-level production design into polished, brand-aligned pieces that are distinct from traditional advertising and oriented to authentic audience engagement. COMM 4411 Branded Content Production is scheduled to be taught Fall 26 - currently as a special topics, but we hope to convert the class before then to reduce workload for advisors and the registrar in terms of petitions.

6) [COMM - 4412 - Titles, Compositing, & Color](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4412 Titles, Compositing, & Color is an intermediate, hands-on course that introduces students to creative and technical processes used in contemporary motion graphics, visual effects, and color grading. Building on prior experience in basic filmmaking and editing, students will develop practical skills in typography for motion, visual effects workflows, and essential color correction. COMM 4412 Titles, Compositing, & Color is scheduled to be taught Spring 27.

Committee II: Graduate Programs Committee (Kim Green, Chair)

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

- 2) Department of Counseling, Higher Education, and Speech-Language Pathology
 - a) [SLPA - 5792 - Internship in Speech Language Pathology](#)
Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, the course will be reduced from 8 credit hours to 6 credit hours.

b) [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, SLPA 5792 (Internship in Speech-Language Pathology) will be reduced from 8 credit hours to 6 credit hours. This reduces the total credit hours possible from 29 to 27. Please note that this internship is optional. Only 21 credits are required to complete the certificate. The internship is an optional add-on that students may complete in order to be eligible for certification as a speech-language associate (SLA) by the Georgia Professional Standards Commission.

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

Request: Revise

Data from program assessment (including students' clinical performance scores) indicate that students consistently struggle with administering, scoring, and interpreting assessments in the field. The program has an active course, SLPA 6705--Advanced Assessment of Speech-Language Disorders, which addresses this directly. The current plan of study includes two courses on hearing-related issues. Program faculty are in agreement that students will be best served by removing one of the hearing-related courses (SLPA 6760) and replacing it with the assessment course to prepare them for the area in which they struggle.

3) Department of Educational Technology and Foundations

a) [Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship](#)

Request: Revise

This revision includes three parts:

- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the

program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.

- ii. Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.
- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

b) Learning Design and Educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship

Request: Revise

This revision includes three parts:

- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.
- ii. Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.
- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

4) Department of Leadership, Research, and School Improvement

a) Educational Leadership, M.Ed.

Request: Add

The Master of Education (M.Ed.) in Educational Leadership is a 30-credit-hour graduate program designed to prepare educators for leadership roles in P–12 school settings. The program includes the 18-credit-hour GaPSC-approved Tier I Educational Leadership core, which provides foundational preparation aligned with Georgia leadership standards. In addition to the Tier I core, candidates complete 12 credit hours within one of two specialization tracks: Strategic Leadership or Coaching for Teaching and Learning. These specialization tracks

extend leadership preparation by addressing areas such as organizational leadership, instructional improvement, professional learning, and coaching. The program structure ensures alignment with state certification requirements while providing flexibility for candidates to pursue focused leadership development within a 30-credit-hour master's degree program. The proposed Master of Education (M.Ed.) in Educational Leadership responds to a growing demand for skilled leaders across Georgia's P-12 educational systems. As districts address persistent teacher and leader shortages, instructional innovation, and community engagement challenges, there is an increasing need for leaders who can foster collaboration, belonging, and continuous improvement. This program builds directly on the success of the University of West Georgia's GaPSC-approved Tier I Educational Leadership program, which currently enrolls more than 500 students, the largest Tier I enrollment in the state. The consistent success of this program in preparing aspiring leaders who meet GaPSC expectations provides a strong foundation for expanding leadership preparation through a master's-level degree aligned to the same core standards and field-based competencies. The proposed M.Ed. in Educational Leadership also strengthens UWG's leadership preparation continuum by creating a seamless pathway from Tier I through Tier II, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. This coherent progression allows educators to advance from emerging teacher leaders to school and district leadership roles within a unified program framework.

b) School Improvement, Ed.D.

Request: Revise

We have added a third track with a focus on Strategic Leadership for School Improvement. As part of this process, we developed two new courses for the track, EDLE 9901 and EDLE 9902. In addition, two new research courses were proposed with a focus on educational research in k12 settings (EDRS 9105 and EDRS 9106). To ensure focus on instructional leadership for the traditional track, EDSI 9942 Advanced Instructional Practices for School Improvement replaced EDSI 9925, Policy Analysis for School Improvement.

5) Department of Special Education

a) [SPED - 9100 - Pre-Graduation Seminar](#)

Request: Add

This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts. This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

D) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [Post-Baccalaureate Certificate in Computational Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

b) [Post-Baccalaureate Certificate in Discrete Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

c) [Post-baccalaureate Certificate in Statistics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

2) School of Field Investigations and Experimental Sciences

a) [BIOL - 5621 - Genetics](#)

Request: Add

We are shifting the course number to align with the cross-leveled undergraduate section (BIOL 3621). The number will move from 5631 to 5621. We have a concurrent course deletion proposal to reflect this shift. Currently, the course

numbers do not align between the sections, which causes issues with the degree program and confusion among students.

b) [BIOL - 6460 - Applied Ecology](#)

Request: Add

Currently, all our ecological graduate courses are cross-leveled at the 5000 level with undergraduate courses. This course adds 6000-level graduate content in ecology that was lacking in our program. Having a graduate-only course allows for more advanced content to be taught. The course has achieved excellent enrollment in the first two years it was taught as a special topics course, with 18 students in the first year, and 25 students this year (full class).

E) Richards College of Business

1) Department of Marketing

a) [MKTG - 6845 - AI Strategies for Business](#)

Request: Add

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making, and it will examine the ethical implications required for responsible AI deployment in business. AI applications in business are growing rapidly. It is imperative for our curriculum to keep up with these changes.

F) Tanner Health School of Nursing

1) [NURS - 9020 - Developing the Nursing Dissertation Proposal](#)

Request: Add

NURS 9020 is the first of a three-course dissertation courses. Course milestones include establishing the foundational chapters of the dissertation. This course provides structured guidance and resources needed to complete Chapters 1, 2, and 3, and produce a proposal ready for dissertation committee review and oral presentation to the School of Nursing. The course may be repeated up to two additional times for adequate completion of objectives. Extensions beyond two times would require permission of the Associate Dean of the Graduate Program of the Tanner Health School of Nursing.

2) [NURS - 9021 - Applied Nursing Inquiry: Dissertation Research](#)

Request: Add

NURS 9021 is the second of the three-course dissertation series. The course provides structured guidance through the formal proposal of their dissertation study., Course milestones are preparing and submitting an Institutional Review Board application and implementing the proposed study. These objectives are essential for success in the dissertation and to complete the dissertation course sequence. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

3) [NURS - 9022 - Advanced Nursing Inquiry: Dissertation](#)

Request: Add

NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

4) [NURS - 9900 - Ed.D. Scholarly Writing](#)

Request: Add

In the past, the EdD students of the School of Nursing have taken the 6900 level writing course. This allows a course at the 9900 level to be taken by Doctoral students. This is a one-hour course.

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

Request: Revise

The rationale for adding the three sequential dissertation courses to the curriculum is to provide support and guidance to students as they are led to complete the

dissertation in a scholarly, efficient, and timely manner. Our strategic plan imperative #1 is Student Success-Enhanced learning, access, progression, and development and goal 4 is to admit the most qualified students and support timely progression to graduation. Adding these dissertation courses will provide students with support from peers and faculty who are guiding them through the inquiry and writing of specific chapters 1-3 of the dissertation in NURS 9020. In NURS 9021, students will be guided as they write a proposal defense presentation. Additionally, students will be guided through the institutional review board process and begin conduction of their planned study. In the final sequential course, NURS 9022, students are guided through data analysis, data reporting, and dissertation dissemination.

The rationale for the addition of the NURS 9900 EdD Scholarly Writing course to the curriculum is to provide a scholarly doctoral-level course for writing scholarship and instruction. Currently, students take a Master's level course in the curriculum NURS 6900 and should have a NURS 9900 doctoral-level course.

Information Item:

A) GPC completed and approved its reports on the Comprehensive Program Reviews for four programs:

- 1) EdD – Major in Higher Education Administration
- 2) MS – Major in Sport Management
- 3) MBA – Master of Business Administration
- 4) MPAcc – Master of Professional Accounting

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

Information Items:

A) Developing Curricular and Content Review Process/Policy

- 1) The APC thanks the Provost for the opportunity to make this recommendation.

The committee recommends that curricular and content review policy be created and conducted by individual programs as required by discipline specific accreditation or industry standards.

B) Academic Withdrawal Policy

- 1) The APC recommends that the withdrawal policy be extended to 10 weeks total.

- i. The APC further recommends that students have 10 weeks to withdraw from a course. The 11th week would be a review period for the faculty member and student to discuss if withdrawal is necessary.
- ii. If a student withdraws earlier than the 10th week of the semester, they have five to seven days to communicate with the faculty member about their grades.
- iii. Once a student fills out and submits the withdrawal request form, an email notification will be sent to the faculty member and the student's advisor letting them know that they and the student have five to seven days to communicate about how the student is doing in the course and if withdrawal from the course is needed.

2) Hardship Withdrawal Deadline

- i. Information Item: The APC recommends that the institution increase the amount of time to submit for a Hardship withdrawal from six months to one academic year.

C) Adding the UR designation in syllabi of all UR approved courses

- 1) Information Item: The APC approved the request to include the UR designation in all syllabi of approved UR courses.

D) Raising UWG minimum GPA Requirements for Admissions

- 1) Recommendation: The APC thanks President Johnson for the opportunity to weigh in on the matter of raising the GPA requirement for Admission to the University. After discussion with our colleagues and within the committee, the APC recommends to the President that UWG raise its GPA requirement for admission to be commensurate with the other USG regional comprehensive institutions as a first step to ensuring student success.

Committee V: Student Affairs Committee (Kelly Dyar, Chair)

Information Item:

- A) Internship Requirements and Degree Progression

Committee VII: Rules Committee (Marian Buzon, Chair)

Information Items:

- A) Senate Chair Election Policy
- B) Statutes Revisions
- 6. Old Business
 - a. None
- 7. New Business
 - A) ORSP/BFS Updates and Initiatives, Dr. Brian Mosier (Associate Vice President of Innovation and Research) and Lucretia Gibbs (Assistant Vice President for Academic Strategic Budgeting, Planning, and Finance)
 - B) Midterm Grading, Timely Assignments, and Feedback, Dr. Owen (Dean of University College and Honors College, Professor, and Director of the Thomas B. Murphy Center) and Dr. Shelby Ringer (Director of Academic Support and Assessment)
- 8. Announcements
- 9. Adjourn

Addendum I

ART - 3400 - Graphic Design Survey for Non-Art Majors

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of Education course? *

☐ Yes

☒ No

Is this a Department of Mass Communications course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 3400

Course Title* Graphic Design Survey for Non-Art Majors

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

Graphic Design Survey for Non-Art Majors is a studio class teaching the basic principles and terminology of graphic design and typography, with an emphasis on the design process. Students will be able to apply these concepts and creative processes to visually communicate their ideas in a more effective way. Open to ALL UWG students. Art majors: ART 3400 can not count as Departmental Elective. ART 3400 will not count as a Graphic Design Concentration elective or substitute for any other concentration requirements.

Prerequisites

Corequisites

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

1

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0**Lab Hrs*** 3**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☐ Yes
☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58211

New Syllabi



Graphic Design Survey for Non-Art Majors

ART-3400

Fall 20XX Section 01 3 Credits 08/14/20XX to 12/13/20XX Modified 12/27/2025



Description

Graphic Design Survey for Non-Majors is a studio class teaching the basic principles and terminology of graphic design and typography, with an emphasis on the design process. Students will be able to apply these concepts and creative processes to visually communicate their ideas in a more effective way. Open to ALL UWG students. Art majors: course can count as Departmental Elective. ART 3400 will not count as a Graphic Design Concentration elective or substitute for any other concentration requirements.



Outcomes

COURSE OBJECTIVES & LEARNING OUTCOMES

At the conclusion of this course students will have a basic understanding of:

- The basic elements and principles of graphic design
- The basic concepts and terminology of typography
- The design process
- How to develop ideas
- Image file formats
- Basic image making techniques

By the end of the course, students should be able to:

- Define commonly-used graphic design and typographic terms.
- Work through the design process to develop innovative visual communications.
- Use type experimentally—work outside the formal conventions of typography.
- Use a variety of tools and methods to produce work.
- Apply concepts and principles to real-world projects.

Required Materials:

- Sketchbook
- Pencils
- Black permanent markers, various tip widths: wide, normal, fine, brush, etc.
- Exacto knife + replacement blades
- Self-healing cutting mat, minimum size 12" x 18"
- Metal cork-backed ruler, a minimum of 18" long
- Black presentation boards (a.k.a mounting board), minimum size 12" x 18"
- Liquid cement or spray mount
- Acrylic paint + paint brush
- Tracing paper
- Inkjet paper
- Access to a computer (laptop or lab) for studio work
- USB or cloud storage for file backup
- Software & Resources:
 - Access to Adobe Creative Cloud (InDesign, Illustrator, Photoshop)
 - **Adobe Fonts** (available via Adobe CC)
 - **Google Fonts** for web-safe typography
 - Type classification and anatomy resources (will be provided)
 - Readings (posted on LMS or handed out in class)

Required Textbooks:

Layout Workbook: Revised and Updated: A Real-World Guide to Building Pages in Graphic Design. ISBN 9781631594977, 9781631594984

[Free student access to eBook on Galileo \[Click to access\]](#)

<https://research.ebsco.com/c/metnvj/search/details/ynzrvr7hb5?db=e000xna>

Letterforms: Typeface Design from Past to Future. ISBN 9781631594731 , ISBN 9781631594748

[Free student access to eBook on Galileo \[Click to access\]](#)

<https://research.ebsco.com/c/metnvj/search/details/ctb3gng6oz?db=e000xna>

Required Video Tutorials to Watch and Practice:

[Adobe Illustrator: Crash Course \(https://www.youtube.com/watch?v=n_-ygXZUq3U\)](https://www.youtube.com/watch?v=n_-ygXZUq3U)

✓ Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Projects: 50% of the overall grade

This course will include four (4) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project.

Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

Assignments

Assignments are detailed on CourseDen.

See CourseDen

* Course Policies and Resources

Attendance Policy

We will meet in person on campus during the scheduled meetings for the semester. Remote work days will be scheduled and announced at least one week in advance via CourseDen.

Students are allowed a total of four (4) absences for the semester, and this includes both excused and unexcused absences.

After allotted four (4) absences have been accrued, each additional absence may result in the reduction of a student's overall grade by ten (10) points per absence. Six(6) or more absences will result in automatic failure of the course, which is at the discretion of the instructor.

All late arrivals count as one-half (1/2) of an absence toward your total number of absences for the semester. Students who arrive more than one hour after the scheduled class start time are subject to receiving an absence for the day.

Assignments

There will be weekly assignments performed throughout the semester. While some will be in person and others will be remote, all due dates will be posted and assignments uploaded on CourseDen.

Sketchbook

All students must perform at least one (1) sketch in their sketchbook daily, and will submit their sketchbook at the end of the semester for grading. What you sketch each day is completely your choice, and I would highly encourage you to consider sketching things that spark your inspiration, passion, intrigue or intellect as an artist/designer. Sketching for major projects counts toward the daily sketch minimum as well, but it has to be done in your sketchbook.

Participation

This is a studio-based course. Active participation during critiques, group discussions, and workshops is required.

Deadlines

Projects must be turned in on time. Late work may receive a deduction of one full letter grade per day unless previously discussed with the instructor.

Technology Use

Laptops and tablets are allowed but should only be used for class-related work. Phones must be silenced and put away during lectures and critiques.

Academic Integrity

All work must be your own. Appropriation of images or work without proper credit will result in disciplinary action.

Accessibility

If you have a documented disability and need accommodations, please contact the accessibility office and inform the instructor as early as possible. See *Institutional Policies* section below for more information.

Generative Artificial Intelligence Course Policy

Students may only use artificial intelligence (AI) tools in assignments when they have received explicit written permission from the instructor. Unauthorized use of AI in coursework will be considered a violation of academic integrity policies and may result in disciplinary action. If permission is granted, students must disclose their use of AI and follow any guidelines set by the instructor.

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Academic Support

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

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

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

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

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

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

Mental Health Support

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

Old Syllabi

NAME: _____

DATE: _____

MEETING TIMES

monday & wednesday

2:00–4:45 pm

Room 318 & 207

Humanities Building

INSTRUCTOR

myda iamiceli

OFFICE HOURS

TBD

By appointment:

myda@westga.edu

ART 3400: GRAPHIC DESIGN SURVEY FOR NON-MAJORS

IAMICELI / MYDA@WESTGA.EDU

COURSE DESCRIPTION

Graphic Design Survey for Non-Majors is a studio class teaching the basic principles and terminology of graphic design and typography, with an emphasis on the design process. Students will be able to apply these concepts and creative process to visually communicate their ideas in a more effective way.

LEARNING OUTCOMES

At the conclusion of this course students will have a basic understanding of:

- the basic elements and principles of graphic design
- the basic concepts and terminology of typography
- the design process
- how to develop ideas
- image file formats
- basic image making techniques

Students should be able to:

- define commonly-used graphic design and typographic terms.
- work through the design process to develop innovative visual communications.
- use type experimentally—work outside the formal conventions of typography.
- use a variety of tools and methods to produce work.
- apply concepts and principles to real-world projects.

REQUIRED TEXTBOOKS

Graphic Design: The New Basics by Ellen Lupton and Jennifer Cole Phillips

_____ Order your required textbook NOW with expedited delivery. You are required to have your course textbooks with you in class at all times, beginning August ____.

REQUIRED SUPPLIES _____

- Sketchbook (Strathmore or Canson **Drawing pad** (NOT Sketch pad), 9x12 inches)
- 18 inch metal ruler (or longer)
- X-Acto knife and #11 blades
- Scissors
- Black ink pens (*Micron and Sharpie*)
- Kneaded eraser
- Glue stick
- Access to digital camera
- Photocopies and scans (*as needed*)

OPTIONAL SUPPLIES

- Triangle
- Self-healing cutting mat
- Tracing paper pad (*small 8.5 x 11"*)
- Pencils (*2B & 4B*)
- Blender marker (*Chartpak*)

Note: Additional supplies may be needed as the semester progresses.

_____ You are required to have your supplies with you in class at all times. Failure to have required supplies or textbooks in class will reflect negatively in your Daily grade.

ADDITIONAL RESOURCES

Below are some great resources to get started with. More will be discussed in class.

BOOKS

- **Design Language** by Tim McCreight
- **Launching the Imagination: A Comprehensive Guide to Basic Design** by Mary Stewart
- **Thinking with Type** by Ellen Lupton
- **Glimmer: How design can transform your life, and maybe even the world** by Warren Berger
- **Information Design Workbook: Graphic Approaches, Solutions, and Inspiration** by Kim Baer
- **Graphic Design: A New History** by Stephen Eskilson

ONLINE

- **gimp.org** (*open source image manipulation program, similar to Adobe PhotoShop*)
 - **inkscape.org** (*open source vector graphics editor, similar to Adobe Illustrator*)
 - **aiga.org** (*American Institute of Graphic Artists*)
 - **designobserver.com** (*blog, critical writing on design*)
 - **fastcodesign.com** (*Co.Design=business + innovation + design*)
 - **designtaxi.com** (*Design inspiration*)
 - **tdc.org** (*Type Director's Club*)
 - **identifont.com** (*helps you identify typefaces and type designers*)
-

COURSE PROCEDURES

_____ Class will be held each day beginning at 2:00–4:45 pm, Mondays and Wednesdays. Class will begin promptly at 2:00 pm. Lateness beyond 15 minutes will be counted as an absence. **If I am delayed taking care of administrative duties, it is the students responsibility to begin work until I arrive.**

_____ The class will include a combination of textbook readings, lectures, research from additional sources, in-class assignments, creative project assignments, and both group and individual critiques. In-class assignments and projects will involve hand work and digital design on the computer. No drawing skills needed. Open source software and free trials will be discussed and used for projects, if necessary.

_____ Extensive reading in the textbook, handouts, online assignments and online viewing will be assigned most class days. In some instances, some of this work will take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Students must expect outside of class time to be twice the amount of time spend in class [this is a University policy for awarding credit hours.] Since we are in class 5.5

hours per week, this means you need to plan **a minimum of 10-12 hours a week for work outside of class to insure success. Plan your schedules accordingly.**

_____ No food or drink of any kind is allowed in the computer lab. Leave drinks outside the lab door. Failure to observe this policy can result in the revoking of lab privileges.

_____ Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts and respecting class time.

_____ Craft Guidelines: To insure professionalism, you should be able to answer yes to the following:

- Are all corners cut square and sides cut straight?
- Are the measurements correct? (Measure twice!)
- Are the edges clean, no nicks cuts or dings? (Use new x-acto blade to get clean cuts.)
- Have pencil marks been erased? (Make sure to use kneaded eraser for this.)
- Is the border width correct all around?

_____ Process is critical for success in this course. Commitment to your projects and willingness to push your ideas, create multiple iterations and refine your executions will create better results. Your process must be documented in the sketchbook and turned in, when asked, or with each project.

_____ Deadlines are critical in the graphic design industry. Clients do not accept late work and neither will the instructor. All deadlines will be announced in class and are provided in your project sheets. All projects and exercises are due on the day and time given and will be considered late when critique has begun or after work has been called for. **Late projects are not accepted** unless there are documented, extenuating circumstances, and it will still be at the discretion of the instructor. If you are absent or tardy it is your responsibility to obtain missed information from another student in the class.

COMMUNICATION

_____ It is your responsibility to communicate with the instructor if you are having issues that can impact your success in this class. I am always available to meet by appointment. Email me and we will set up a mutually agreed upon time.

_____ Please do not attempt to speak to me before or after class. I teach three classes with 15 minutes in between. This is time that I must use to eat lunch, take care of administrative duties, and get ready for the next class. Addressing any questions you have during class is essential. Otherwise, please email me and make an appointment so I can give you my full attention.

_____ It is your responsibility to check the blog at least once every day for any updates or new information. Not checking the blog is NOT an excuse for not knowing what is going on in the class. As a matter of course, I will post information you will need for the next class immediately following each class.

_____ If at any time you have questions email me at **myda@westga.edu**. I will make every effort to respond in a timely manner, but do not expect me to respond immediately.

_____ I recommend that you make at least two appointments to see me outside of class during the semester to discuss any issues or problems you may be encountering during the course. Send me an email to make this appointment, providing at least 3 days/times that work for you. It must be noted, however, that making an appointment and missing it leaves a very bad impression.

GRADING SCALE:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

EVALUATION/GRADING _____

The Final Grade for the course will be determined by:

- Participation & Process (20%)
(In-class assignments, discussions, reading responses, sketchbook, experimentation, critiques and commitment to class and projects.)
- Project #1 (15%)
- Project #2 (15%)
- Project #3 (15%)
- Project #4 (15%)
- Quizzes & Final Exam (20%)

Each project will be graded as follows:

100 possible points. 25 possible points for each area below:

- Concept: Resolution to the assigned problem
- Process: Development of conceptual ideas and technical skills
- Craftsmanship: Attention to detail
- Risk Taking: Inventiveness and experimentation

_____ In this class, we get students from different areas of study and with different levels of knowledge in art making and computer software. **Do not compare your grade with another**, because I take into account the skill level of each student.

ATTENDANCE _____

Attendance is mandatory and essential. Attendance and active participation is necessary for the successful completion of the projects and course. Active engagement in the small group feedback sessions is also expected. This means listening to the suggestions of other students and offering constructive comments of your own.

_____ **Attendance for critiques is mandatory.** Missing a critique, being late and/or not having work ready will result in not receiving full credit on that project (30% less).

_____ Students attending class unprepared for a discussion, critique or exercise will be considered absent.

_____ Coming to class late is unacceptable. You are late if you arrive to class after your name has been called when role is taken. **Three tardies will equal an absence.**

_____ Each student will be allowed three (3) unexcused absences. After the third absence, the final course grade will be lowered **one full letter grade. Six or more absences equals a failing course grade.**

_____ It is your responsibility to catch if you miss a class. **Do not ask me to send you the lecture slides.** I suggest you get several phone numbers and email addresses of classmates so you can communicate outside of class if necessary.

_____ Excused absences follow University guidelines and may include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities or court-imposed legal obligations.

CLASS PERFORMANCE/PARTICIPATION/QUIZZES

_____ **Discussions:** There will be regular class discussions on reading material, online reading/viewing and student observations related to the material. Each student is responsible for contributing to the topics. Grades will be based on observances of what each student brings to the table: thoughtfulness to the subject, relevance, depth of research, clarity of presentation and degree of engagement.

_____ **Daily Notekeeping:** It is each student's responsibility to take notes during class discussions and lectures at all times. **Lecture slides will NOT BE AVAILABLE.** All classroom discussions and information can potentially be on Quizzes or the Final Exam. Consistent practice in this is essential for success in this class.

_____ **Participation/Engagement:** Class time will frequently be spent on discussions and working on projects. It is critical to always arrive to class with materials and supplies to work in class. Points will be assigned based on student's level of enthusiastic trial and error, engagement in research and productive progress. **Resolved designs must be presented in a professional manner for scheduled critiques and discussion.**

_____ **Phone Use:** Students must refrain from phone use, texting, chat, email and any non-course related web surfing during class time. Doing any of these will negatively effect your overall grade.

_____ **Quizzes:** Each class day there is potential for a graded quiz on all information; all readings, online assignments, and class discussions. There could be a quiz at any time, announced or unannounced.

ACADEMIC HONESTY _____

(see <http://www.westga.edu/~handbook/index.php?page=honorcode> and appendix A of the student handbook)

The University has adopted a policy for promoting high ideals and the greatest possible learning for each individual. Improper academic conduct on the part of the student shall be interpreted to mean obtaining and use of information by means other than those permitted by instructor, including supplying such to other students. Also improper is plagiarism, i.e., purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and data obtained from another person without credit to the person from whom such information was obtained. Further, inclusion of published or unpublished writings of another person without noting sources according to scholarly procedures acceptable shall be considered plagiarism. The definition of academic misconduct applies equally to improper use of electronic sources of information and opinion.

At West Georgia, the student is urged to seek truth and beauty in and for themselves, as well as skills needed for a productive life. Academic honesty is essential in preserving one's own integrity, that of the institution, and in gaining a true education. The West Georgia student pledges not to lie, cheat, or steal in the pursuit of his or her studies and is encouraged to report those who do.

PLAGIARISM _____

This course requires that you adhere to high principles of intellectual honesty and personal integrity and that you demonstrate individual achievement in scholarship. Accordingly, any hint of transgression in this area will be dealt with harshly. Plagiarism in any of your writing assignments or other work will result in failure of the course. Thus, you are responsible for knowing what constitutes plagiarism and you may not plead ignorance. If you have any doubts, ask me or a librarian.

To review the principles, take the time to visit these sites: <http://libguides.westga.edu/content.php?pid=10699&sid=71588>
<http://library.acadiau.ca/tutorials/plagiarism/>

You are responsible for understanding and heeding what is presented in these websites. In the philosophical and practical realms, lack of such intellectual honesty is foolhardy. You are denying yourself the opportunities for accruing valuable personal knowledge that can serve your creative and intellectual life. At the same time, you endanger your own reputation and career here at UWG and possibly beyond (if you are expelled).

UWG Common Language for Course Syllabi*Updated June 21, 2013**Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.***Americans with Disabilities Act**

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

UWG Email Policy

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

Credit Hour Policy

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

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

YOUR INITIALS NEXT TO EACH STATEMENT ON BOTH COPIES OF THIS DOCUMENT INDICATE THAT YOU HAVE READ AND UNDERSTAND THE COURSE TERMS AND CONDITIONS AND AGREE TO ABIDE BY THEM FOR SUCCESSFUL COMPLETION OF THE COURSE. YOU WILL KEEP A SIGNED COPY OF THIS DOCUMENT AND ANOTHER COPY WILL BE KEPT ON RECORD.

SIGN AND DATE:

SIGNATURE _____

DATE _____

ART - 3402 - Typography and Visual Systems

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 3402

Course Title* Typography and Visual Systems

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

Students apply their growing knowledge of the interaction between typography and visual form to specific design circumstances. Design methodology, research, the development of a variety of solutions, the use of a grid system and proper image scanning and resolution issues are emphasized.

Prerequisites

Prerequisite: ART 3401 with a minimum grade of B and acceptance into the Graphic Design Concentration

Corequisites

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

2

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

☐ Yes☒ No

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

n/a

Justification and Assessment

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

Rationale* In preparing for ART's NASAD self-study and visitation, the Graphic Design Concentration is updating its curriculum and progression through ART's BFA degree plan to be in alignment with the other ART BFA concentrations. In doing so the updates will provide more options for choice in the progression of the student through the concentration while removing barriers in progression towards graduation due to the current sequential nature of the concentration.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus. 52

☐ n/a

☐ N/A

Resources and Funding

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

Present or Projected Annual Enrollment* 20

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58213

New Syllabi



Typography and Visual Systems

ART-3402

Spring 20XX Section 01 3 Credits 01/11/20XX to 05/13/20XX Modified 12/27/2025



Description

Students apply their growing knowledge of the interaction between typography and visual form to specific design circumstances. Design methodology, research, the development of a variety of solutions, the use of a grid system and proper image scanning and resolution issues are emphasized.

Requisites

Prerequisites:

ART 3401 (Minimum Grade: C)

Corequisites:



Contact Information



Meeting Times



Materials

Designing Brand Identity: An Essential Guide for the Whole

Branding Team

Author: Alina Wheeler

Available through Ingram Library at: <https://ebookcentral.proquest.com/lib/westga/detail.action?docID=7104518> (<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=7104518>).

Graphic Design: The New Basics

Author: Ellen Lupton & Jennifer Wright Phillips

Edition: 2nd

Availability: Online through library

Available through Ingram Library at this link:

<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=4518455>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=4518455>).

Graphic Design Thinking: Beyond Brainstorming

Author: Ellen Lupton

Availability: Online

Available online through Ingram Library at this link:

<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=3387597>
(<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=3387597>).

Video tutorials

A series of video tutorials on Adobe software is available at the link below. There will be assignments made throughout the semester in which these videos will be required and/or may be helpful.

https://drive.google.com/drive/folders/1uByNTB8Slop9Y1Y8RRY1PTxHy5ORmMt-?usp=share_link
(https://drive.google.com/drive/folders/1uByNTB8Slop9Y1Y8RRY1PTxHy5ORmMt-?usp=share_link).

PDF readings

Other PDF readings may be assigned throughout the semester

Other materials

Required:

- USB drives [several] 16 GB minimum
- sketchpad
- various pens and pencils
- other materials may be required throughout the semester

Suggested:

- External hard drive, 1TB or larger

COURSE OBJECTIVES & LEARNING OUTCOMES

After completing this course, the student will be able to:

- Demonstrate a thorough knowledge of a variety of grid structures and uses for managing large amounts of informational text
- Demonstrate a thorough knowledge of visual hierarchy and its application in page design
- Have a knowledge of the history of grid development from the Bauhaus to present
- Demonstrate a working knowledge of proper image preparation, manipulation of dpi issues for high quality image reproduction
- Understand the aesthetic issues involved in combining type and image
- Display the ability to make judgements concerning their own work as well as the work of others based on a functional knowledge of composition, typeface selection, visual hierarchy and the use of type as “voice.”
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Work knowledgeably with the predictable stages of the creative process as it applies to design and work flow

Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Projects: 50% of the overall grade

This course will include four (4) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/ concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project. Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/ concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

* Course Policies and Resources

COURSE PROCEDURES

- Unless otherwise approved, all imagery you use in projects for this class must belong to you and/or be of your own creation.
- Extensive reading in the textbook, handouts, online assignments, and online viewing may be assigned. In some instances, some of this work may take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside-of-class observations. Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: There is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- In-class use of phones, personal laptops, or headphones is only allowed with the instructor's permission.
- Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting others' time and efforts, and respecting class time.
- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- *It is your responsibility to check your email and CourseDen every day.*
 - I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
 - If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
 - Bring all tools/materials to class as instructed and make sure you have needed materials when working remotely.
 - Do not interrupt the instructor while he is engaged in individual critique with another student; patiently wait your turn.
 - Smelly and/or noisy foods are not allowed.
 - Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near students' design work.

- ***Backup your work to multiple places at least once a day:***
 - USB drives, external drives, cloud drives (e.g., Google), etc.
- *Graphic design classrooms and labs are shared with other classes.*
 - Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- *Students are not allowed to use the studios while they are in use by another class unless you have permission from the instructor of that class.*
- *Do not leave files on computer desktops and expect that they will still be there when you return.*
 - ***Always back up work before leaving the lab.***
 - Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- *In the graphic design studios, you are only allowed to print out things directly related to graphic design assignments.*
 - Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- *When you leave the lab, make sure the lab is secure and the doors are closed.*
- *The print lab is an awesome resource and is not to be abused.*
 - Students are expected to conserve materials and treat the machines with respect. Spell-check, double-check, triple-check, and have a classmate review your design before printing.
 - Do small test prints with the cheaper printer in Humanities 207.
 - Do not engage in wasteful printing habits.

FINAL DELIVERABLES

- *All assignments should be submitted as instructed in the project sheet.*
 - This will include uploading PDFs, JPGs, etc. to the appropriate assignment on CourseDen.
- *You may be asked to upload to CourseDen and/or a Google Drive a portfolio of your final work at the end of the semester.*

Attendance Policy

We will meet in person on campus during the scheduled meetings for the semester. Remote work days will be scheduled and announced at least one week in advance via CourseDen.

Students are allowed a total of four (4) absences for the semester, and this includes both excused and unexcused absences.

After allotted four (4) absences have been accrued, each additional absence may result in the reduction of a student's overall grade by ten (10) points per absence. Six(6) or more absences will result in automatic failure of the course, which is at the discretion of the instructor.

All late arrivals count as one-half (1/2) of an absence toward your total number of absences for the semester.

Students who arrive more than one hour after the scheduled class start time are subject to receiving an absence for the day.

Assignments

There will be weekly assignments performed throughout the semester. While some will be in person and others will be remote, all due dates will be posted and assignments uploaded on CourseDen.

DISCLAIMER

This syllabus is subject to change at any time; students will be notified of any changes in class, via email or CourseDen.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in some coursework

In this course, Gen AI tools are permitted in some coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Mental Health Support

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

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Credit Hour Policy

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

Additional Items

Old Syllabi

GRAPHIC DESIGN II
SYLLABUS
ART 3402-01
3:30PM-6:00PM M/W

Joey Hannaford
 jhannaford@comcast.net

<http://uwghannaford.blogspot.com>

COURSE DESCRIPTION AND OBJECTIVES:

Students apply their growing knowledge of the interaction between typography and visual form to specific design circumstances. Design methodology, research, the development of a variety of solutions, the use of a grid system and proper image scanning and resolution issues are emphasized. Design history research as it relates to each topic is incorporated. Students are expected to cultivate and demonstrate a high level of comprehension about the inter-relationship between visual form and meaning.

LEARNING OUTCOMES:

After completing this course, the student will be able to:

- Demonstrate a thorough knowledge of a variety of grid structures and uses for managing large amounts of informational text
- Demonstrate a thorough knowledge of visual hierarchy and its application in page design
- Have a knowledge of the history of grid development from the Bauhaus to present
- Demonstrate a working knowledge of proper image preparation, manipulation of dpi issues for high quality image reproduction
- Understand the aesthetic issues involved in combining type and image
- Display the ability to make judgements concerning their own work as well as the work of others based on a functional knowledge of composition, typeface selection, visual hierarchy and the use of type as "voice."
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Work knowledgeably with the predictable stages of the creative process as it applies to design and work flow

YOUR INITIALS AFTER EACH STATEMENT ON BOTH COPIES OF THIS DOCUMENT INDICATE THAT YOU HAVE READ AND UNDERSTAND THE COURSE TERMS AND CONDITIONS AND AGREE TO ABIDE BY THEM FOR SUCCESSFUL COMPLETION OF THE COURSE. YOU WILL KEEP A SIGNED COPY OF THIS DOCUMENT AND ANOTHER COPY WILL BE KEPT ON RECORD.

SIGN AND DATE:

SIGNATURE _____

DATE _____

G D I I S Y L L A B U S

The class atmosphere is inquisitive and serious. You are expected to be present and prepared for class/individual meetings on time and to become immediately engaged in the problem at hand. _____

Throughout the semester, I will check on progress through individual and group critique. It is imperative that you consider design as an activity requiring intelligence, discipline, patience, diverse thinking, and self motivation. Solutions to problems emerge from the design process, and can only be successfully realized through dedication and motivated effort. This class is supplemented with lectures, critiques, and exercises. _____

In this class, students will be assigned reading, research, a program of development of ideas through sketching by hand that will result in assignments that are turned in for a grade. The process of development of ideas is considered as important if not more important than final results. Each step in this process is to be taken seriously. _____

Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. _____

NOTE TO STUDENT

By choosing to remain in this class, you agree to abide by the standards set forth in this syllabus.

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DATE _____

REQUIRED TEXTS:

TYPOGRAPHIC DESIGN

by Rob Carter (you should already own this from GD I)

THE ELEMENTS OF TYPOGRAPHIC STYLE

Robert Bringhurst

Publisher: Hartley and Marks Publishers; 3rd edition (October 9, 2004)

Language: English

ISBN-10: 0881792063

ISBN-13: 978-0881792065

These books are available through the Campus Bookstore, and must be purchased immediately. _____

REQUIRED SUPPLIES:

You will need right away and will be responsible for having at every class period throughout the semester:

- 11" x 14" pad of tracing paper
- Markers---black sharpies (both small and large)
- 1 roll of 1" white artists tape
- Cork-backed metal ruler, minimum of 12", 24" is better
- 90/45 degree triangle, minimum 12" tall on longest end
- Lots of #2 or HB pencils & sharpener OR Mechanical pencils with .05mm leads
- Exacto knife + large number of #11 blades
- Kneaded eraser
- Glue stick
- 12" x 18" self-healing cutting mat (slightly smaller or larger is fine if you already have one)
- thumb/flash drive, 2G minimum (4G would be better)

You will also need to purchase the following as needed:

- approximately 20-30 sheets of Epson ink jet photo paper for printing, 13" x 19"
- Black foam core board, as needed per assignment (buy as needed)
- Double Tack mounting sheets, as needed per assignment (from Bookstore)

Throughout the semester, you may be asked to purchase other supplies as each project dictates. Each final project will be required to be mounted on black foam core using Double Tack sheets. You may wish to stock up on these items or buy as you need them. I do caution you, however, that supplies of these at the local stores often run low when you most need them (in other words, when everyone else is trying to buy them at the same time when a project is due.)

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EVALUATION/GRADING:

The student's FINAL course grade will be determined by the following:

Module Grades/Assignments =70% [10% each]

Mid-term exam + Quizzes-10%

Final Exam (cumulative test given at the end of the semester) =10%

Daily Performance-10% _____

COURSE MODULES: 70% [see Sample Grading Sheet in this Handout]

There will be six course modules that will each have approximately two-three weeks of class time devoted to them:

Type Morphologies

Developing Patterns (letterpress shop)

The Elements and Principles of Form

Proportion Systems: Grids and Alignments

Concepts in Action

Visual Coding: Loading Form with Meaning

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE NUMBER OR ALTER THE SEQUENCE OF MODULES DURING THE COURSE OF THE SEMESTER AS CIRCUMSTANCES REQUIRE. IN RESPONSE TO THIS, THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE PROPORTIONAL PERCENTAGE THAT COURSE MODULES INFLUENCE FINAL GRADES.

MID-TERM EXAM + QUIZZES=10%

There will be a Mid-Term Exam on all readings, discussions, terminology, blog postings, online assignments and concepts covered in the textbook and all handouts up until that point. There may also be periodic Quizzes given, announced or unannounced. _____

FINAL EXAM=10%

There will be a Fnal Exam on all readings, discussions, terminology, blog postings, online assignments and concepts covered in the textbook and all handouts throughout the semester. _____

DAILY PERFORMANCE=10%

Each class day, students will be evaluated as to whether they have met the requirements for that day's class. This includes: arriving with all required supplies and materials, completion of all reading and research requirements, active participation in class proceedings and critiques, following Class and Lab Rules (see page in this handout) _____

Your overall work habits, classroom participation, attendance, professional attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. **This impression, bad or good, can potentially override the numerical calculations of your final grade at the end of the semester.** _____

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SIGNATURE _____

DATE _____

ASSIGNMENTS:

Projects are due at the beginning of class. Any project turned in more than 15 minutes after the beginning of class the day an assignment is due will no longer be eligible to receive an "A" and will be awarded a "B" at best.

Do not expect to work on/complete assignments during class the day an assignment is due unless otherwise instructed. _____

No projects will be accepted after the end-of-day [i.e.: 6:00pm] a project is due and a grade of "0" will be given after that. _____

You may not re-do assignments. _____

How to receive an "A" on an assignment:

- 1.) You must meet or exceed the objective of the assignment
- 2.) That assignment must be completed and turned in on time
- 3.) Strong ideas, consistent, enthusiastic trial-and-error development throughout the duration of the project
- 4.) Perceived amount of time spent on the project inside and outside of class
- 5.) High level of craftsmanship.

_____k

Regardless of specific assignments, you will ALWAYS be expected to arrive to EACH class with work that demonstrates significant progress since the last class meeting. You must be self-motivated and resourceful; don't not wait on me to tell you everything. There is a direct relationship between the amount of work you do and the quality of your final projects, thus your final grade will be severely affected by the quantity and quality of your homework. On days when you do not have specific instructions for homework, simply keep in mind the above. Your ultimate success on any given project or this class as a whole depends on a consistent, enthusiastic work ethic, and not being self-motivated will ultimately work against you. _____

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DATE _____

You will receive a grade sheet similar to this one when each graded assignment is returned to you. The points awarded or not awarded are clearly outlined. If you would like to discuss your grade, it is recommended you send me an email and make an individual appointment rather than discussing it in class

jhannaford@comcast.net

SAMPLE GRADE SHEET

Student Name _____

Project Name _____

10 pts///Professionalism & Motivation (possible 5 pts each)

____ willingness to accept constructive criticism

____ consistent progress (in and out of class)

Total _____

30 pts///Process (possible 7.5 pts each)

____ research

____ ideation/conceptualization

____ sketching/prototyping/experimentation

____ process documentation

Total _____

40 pts///Realization (possible 10 pts each)

____ overall concept

____ overall composition

____ typographic subtlety

____ fulfillment of objectives

Total _____

20 pts///Execution (possible 5 pts each)

____ digital record

____ printing craft

____ mounting craft

____ overall attention to detail

Total _____

Total Points _____

Final Grade _____

Comments: _____

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SIGN AND DATE:

SIGNATURE _____

DATE _____

GRADE SCALE

A All work is completed as assigned and reflects outstanding achievement both in quantity and quality as well as an outstanding ability to communicate and execute ideas. The student displays an exceptional attitude in critique participation, response to criticism, and professional conduct. (Very difficult to attain.)

B All work is completed as assigned and reflects above-average achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an above-average ability to communicate and execute ideas. (Difficult to attain.)

C All work is completed as assigned and reflects acceptable achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an acceptable ability to communicate and execute ideas. (Most students receive this grade.)

D Student achievement is below average in quality and/or quantity. Student response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. Student work reflects an inability to satisfactorily communicate and execute ideas.

F Student work and attitude reflect an unsatisfactory level of achievement both in quantity and quality. Student exhibits an unsatisfactory ability to communicate and execute ideas and a pattern of low productivity. Student attendance record may be unacceptable. Student's lack of participation in critiques, poor response to criticism, and inappropriate professional conduct will result in a failing grade.

W/WITHDRAWAL-PASSING A student may request a "W" grade for any reason, any time, up to the deadline set by admissions. A "W" will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

WF/WITHDRAWAL-FAILING A student will be given a "WF" grade for any reason, any time after the last deadline for Withdrawal determined by the Registrar. A "WF" will be initiated by the instructor in cases of excessive absence of more than five absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

I/INCOMPLETE This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the inability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date. The student must be in good standing in the course prior to the event causing the request for an Incomplete.

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SIGN AND DATE:

SIGNATURE _____

DATE _____

ATTENDANCE POLICY

Attending all class sessions is mandatory. Class time plays a significant role in your education and this policy is strictly upheld. In-class experiences cannot be substituted or replicated in any other way. All absences count equally regardless of cause (including illness). _____

Consistent and prompt attendance develops responsible professional behavior and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education. _____

Students should be informed that the allotted absences are to accommodate routine illness, weddings, car trouble, etc. Doctor appointments, advisor conferences, trips to supply stores and labs, employment, etc., should not be scheduled to conflict with class. _____

Faculty cannot be placed in the position of determining which absences are excusable and which are not. Absences are absences regardless of the reason, so it is not necessary for you to provide doctor's notes. _____

If there are documented special circumstances that the instructor needs to take into consideration, it is the student's responsibility to inform the instructor in a timely fashion. _____

Prolonged illness should be verified by a physician and may require the student to withdraw from class if he/she cannot complete work in a comprehensive and timely manner. _____

Student absences during the semester are not expected to exceed the number of times the class meets in one week. Since this class meets twice a week for individual meetings, absences should not exceed two for the semester. _____

Tardiness is defined as being late for classes/meetings and/or departing before classes/meetings have been formally dismissed by the instructor. Tardiness that exceeds ten minutes will be counted as an absence. Two tardies are counted as one absence. _____

At two absences, the student's grade will be lowered by one full letter. _____

If the student accrues three or more absences, he/she may be withdrawn from the class with a W or a WF, depending on the university withdrawal date. _____

Students are responsible for any material missed due to tardiness or an absence. Students should contact classmates to get this information before arriving to the next class. Do not expect classmates to use class time to tell you what you missed. Do not ask the instructor to review what you missed. Do not use absence(s) as an excuse for not being on schedule with assignments. _____

If you are unable to attend class on a critique/deadline day, it is your responsibility to inform the professor of your absence via email before class and in a timely fashion. It is also your responsibility to either email your document(s) for grading or have a classmate submit your assignment(s) before class. Absences are not a valid excuse for falling behind and/or failing to meet deadlines. _____

YOUR INITIALS AFTER EACH STATEMENT ON BOTH COPIES OF THIS DOCUMENT INDICATE THAT YOU HAVE READ AND UNDERSTAND THE COURSE TERMS AND CONDITIONS AND AGREE TO ABIDE BY THEM FOR SUCCESSFUL COMPLETION OF THE COURSE. YOU WILL KEEP A SIGNED COPY OF THIS DOCUMENT AND ANOTHER COPY WILL BE KEPT ON RECORD.

SIGN AND DATE:

SIGNATURE _____

DATE _____

CLASS RULES

I will keep a blog at <http://uwghannaford.blogspot.com>. The blog is a class record and also a place to share links, documents, and important information about upcoming classes. It is your responsibility to periodically check the blog every single day. I recommend that you check it at least twice a day—in the morning and evening. It is NOT acceptable to claim you have not read the class blog as an excuse. _____

Similarly, it is your responsibility to periodically check your email every single day. I recommend that you check it at least twice a day—in the morning and evening. _____

If you miss information because you failed to check the blog/your email, your negligence will negatively impact your grade. _____

You are required to keep a class blog and update it every week by noon on Tuesday. I suggest wordpress.com. _____

Bring all tools/materials to each class period unless otherwise instructed. Failure to do this negatively impacts your daily grades. _____

It is essential that you print your work for formal and informal critiques. I will not critique work on a screen. _____

Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn. _____

Smelly and/or noisy foods are not allowed. Beverages in sealable containers are allowed. _____

Cell phones are to be turned off/silenced and put away at all times. _____

Laptops/computers will be put away/put to sleep during all lectures, critiques, and presentations. _____

Take a moment to record the contact information (phone and email) of two classmates that you can contact to obtain missed information.

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LAB RULES

Students are given 24-hour access to classrooms and the computer lab two weeks into the semester. Once class rosters are submitted to Public Safety, students can enter classrooms by swiping the door entry system with their ID cards. I will inform you when Public Safety activates the card entry system for the class. Keep in mind that rooms are shared with other classes.

You are not allowed to use the classroom or lab when it is reserved for another class. _____

You must be currently enrolled in a graphic design class in order to have access to the lab. No exceptions. _____

Do not leave files on computer desktops and expect that they will still be there when you return. Always back-up work before leaving the lab. Get in the practice of periodically burning completed files to DVDs for extra security. _____

The facilities—both the physical spaces and the computer desktops—are to be kept clean and tidy. Name, label, and organize your files into a folder on the desktop, throw away/recycle your trash, etc. _____

No food or drink of any kind—including water—in the computer lab for any reason. No exceptions. _____

Never prop the door open. _____

When you leave the lab, make sure the lab is secure and the doors are closed. _____

The print lab is an awesome privilege and is not to be abused. I expect you to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing. Do small test prints if necessary. Do not engage in wasteful printing habits. If you are caught printing anything that isn't for a class in the print lab, you will be subject to receiving an F in this course. _____

IF YOU FAIL TO COMPLY WITH THESE RULES, YOUR LAB PRIVILEGES WILL BE REVOKED.

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DATE _____

PROFESSIONAL CONDUCT

In addition to following all of the other rules set forth in this syllabus, students are expected to conduct themselves in a professional manner in every aspect of this course. _____

All correspondence should be composed with care and follow proper letter etiquette (even emails). _____

All printed correspondence should be composed and designed with care in InDesign. If contextually appropriate, all printed correspondence should follow proper letter etiquette. _____

If a student's verbal skills are lacking, it is his/her responsibility to establish a relationship with the UWG Writing Center (678.839.6513). _____

In general, students will meet with the professor twice a week. In an average week, students will have approximately 4.5 hours of scheduled class time to work on assignments in addition to the minimum of 6 hours required outside of class. Therefore, evidence of sincere and significant progress that reflects an investment of at least 10 hours a week is expected. _____

Students are expected to be dedicated and self-motivated. Design education must be supplemented with self-directed research. Therefore, students are expected to exercise critical thinking skills, edit, troubleshoot/problem solve, research, seek software tutorials when necessary, etc. on their own volition. _____

In order to be successful, students must understand that excellent design solutions are the product of diligent, intelligent process. Process cannot be rushed. An exceptional design may require 20 hours of hard work or 100. Either way, it is the responsibility of the designer to work until excellence is achieved. _____

Students are expected to be resourceful and exercise excellent time management skills. For example, it is unacceptable cite printing/technical issues. Students should begin printing with plenty of time to spare for unexpected problems. If a student needs to go to a print shop to print, they should. _____

If a student neglects to attend a class/meeting and/or arrives unprepared, the student is not allowed to "catch up" during office hours. Students must accept responsibility for tardiness/absences and failing to meet deadlines/objectives. _____

In this course, the professor will address you in a manner consistent to the way in which an art director/client will speak to a designer. Design, being an applied artistic discipline, requires more direct critique. Emotions are inappropriate in critiques. _____

A positive, professional attitude is required at all times. Similarly, students are expected to accept and follow constructive criticism. _____

Students must address their issues and concerns during class or make an appointment by email to meet with me. Time immediately before and after class is reserved for preparing for the next class. _____

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RULES FOR FORMAL CRITIQUES/PRESENTATIONS/EVALUATIONS

Presentations/critiques are to be taken seriously. You must present yourself and your work in an efficient, professional manner. When adequately prepared, presentations/critiques are invaluable arenas for criticism, debate, and advice.

• **NO EXCUSES.** Your work should be extensive, well-resolved, nicely printed, and meticulously presented. One should never make excuses of any kind during a presentation. It is unacceptable to cite technical/craft excuses. For example, it is unacceptable to say the following: *The color in this print is off. I had printing issues. I forgot to bring extra resumés. I accidentally cropped this poster too much. This didn't turn out the way I wanted.* Exercise time management skills. Make sure to print and prepare your work with time to spare to rectify technical and craft issues if necessary.

• **PRESENT TANGIBLE EVIDENCE.** It is unacceptable to ask the audience to imagine designs. One cannot critique theoretical ramblings. The following statements are unacceptable: *I was thinking of... I might redo... I haven't resolved... I'm still researching...* If you think a design needs to be pushed a bit more or constructed in an alternate way, do it and present it. Put up or shut up. _____

• **PRACTICE.** Practice your presentation at least five times before the real deal. Set a timer, present to an audience of critical friends, make brief note cards if necessary, think about the progression of your work, order of presentation, etc. This is your chance to share your work with others, present it to the best of your ability. Well-developed/-designed work requires no more than three sentences to introduce and explain. Nobody wants to listen to a stumbling/rambling presentation. _____

• **DRESS PROFESSIONALLY.** You want to present yourself as intelligent, creative, respectful, and employable. Flip-flops, t-shirts, jeans, etc. are all unacceptable. A full suit is going too far. Exercise discretion. _____

• **BE PROFESSIONAL.** Conduct yourself in a polite, professional manner. Make eye contact, stand up straight, and mind your manners. Graciously and sincerely accept criticism. Ask questions if necessary. If you disagree, do not argue, merely initiate respectful dialogue to better understand. Never huff, roll your eyes, argue, get defensive, etc. Make sure your cell phone is off, pay attention to all other presentations, etc. _____

BE PREPARED. Pack a bag with emergency tools and materials (e.g., tape, erasers, x-acto knife, etc.) for any last-minute mishaps. Bring extra pens and pencils for note-taking. _____

TAKE NOTES. If you can, take notes. If possible, have a classmate or two take notes for you and then return the favor. _____

Failure to observe any of these rules will negatively impact your grade. _____

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DATE _____

BECOMING A GRAPHIC DESIGN MAJOR

The process of training to become an effective graphic designer is very different from other art courses. While graphic designers are artists, the graphic design field is an applied art and therefore requires an individual who is comfortable creating solutions within parameters that are defined outside of themselves: practical considerations and client's requirements. Graphic Design is essentially a problem-solving activity. Problem solving requires designers have the ability to access and understand any given problem and to formulate effective communication strategies. The skills the designer must acquire in order to do this require discipline, resourcefulness, strong work ethic and determination.

Characteristics of a good graphic designer:

- detail-oriented: ability to accurately understand, translate and communicate complex information
- curious: intensely interested in developing comprehensive understanding of any issue that arises in the course of a design project in order to best formulate strategies for effective communication
- empathy: ability to view work from the point-of-view of differing audiences and tailor communication styles accordingly
- good writing skills: designers are visual AND verbal communicators and exhibit the knowledge and implementation of accurate spelling and grammar.
- work ethic: designers are resourceful and do what is required of them without wasting their time or anyone else's time on excuses.
- knowledge of the past: interest in understanding the history of the field of graphic design

Process for applying to become a graphic design major at UWG:

- you must successfully complete ART3401[Graphic Design I] with a grade of "B" or above.
- you must successfully pass an entrance examination
- submit an application and be accepted into the program by a panel of Department of Art faculty members

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SIGN AND DATE:

SIGNATURE _____

DATE _____

Summary Class List

Student Name	ID	Reg Status	Level	Credits	Grade Detail
Alldredge, Justine E.		917294481			
Barclay, Danny C.	917392006				
Doyle, Megan C.	917370730				
Horton, Chelsea M.		917377858			
Nichols, Kiara M.	917313009				
Pagel, Kayden B.	917375524				
Tindall, Ashley N.	917325037				
Ward, Melissa A.	917366325				

ART - 3403 - Survey of Contemporary Graphic Design

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of Education course? *

☐ Yes

☒ No

Is this a Department of Mass Communications course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 3403

Course Title* Survey of Contemporary Graphic Design

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

This course provides art majors the opportunity to explore the historic perspectives, cultural relevance and technical aspects of graphic and design issues within the context of the contemporary profession of design. Study of historic print production processes will include printmaking and photography.

Prerequisites

Prerequisite: ART 3401 (Minimum Grade for Course: B and acceptance into the Graphic Design Concentration)

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0**Lab Hrs*** 6**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing**

Restrictions This course is restricted to students who have been admitted to the Graphic Design Concentration

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

☐ Yes
☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments:

- Updating current course titles.

- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).

- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58214

New Syllabi



Survey of Contemporary Graphic Design

ART-3403

Fall 20XX Section 01 3 Credits 08/XX/20XX to 12/XX/20XX Modified 12/27/2025

Description

This course provides art majors the opportunity to explore the historic perspectives, cultural relevance and technical aspects of graphic and design issues within the context of the contemporary profession of design. Study of historic print production processes will include printmaking and photography.

Requisites

Prerequisites:

ART 3401 (Minimum Grade for Each Course: **B**) Corequisites:

Contact Information

Meeting Times

Materials

Meggs' History of Graphic Design

Author: Philip B. Meggs, Alston W. Purvis

Availability: Online access

Can be accessed through Ingram Library at:

<https://ebookcentral.proquest.com/lib/westga/detail.action?docID=4505417>

The history of graphic design is a history of cultural expression, reflecting not only what people thought during a given time period, but also how they felt. Whether you're curious about the development of design or are seeking inspiration for your own creations, expand your visual vocabulary in this comprehensive introduction to graphic design history. This course focuses on the hows and whys of each design movement, detailing the development and evolution of specific styles, techniques, and genres.

COURSE OBJECTIVES AND LEARNING OUTCOMES

After completing this course, the student will be able to

- Demonstrate a thorough knowledge of history of the development of written symbols
- Demonstrate a knowledge of the history of Western letterform development and how existing technology contributes to the historical aesthetic
- Demonstrate a working knowledge of the sequence of graphic design movements throughout history and the social and political contexts of each
- Demonstrate an understanding of early printing techniques and how they evolved into contemporary commercial offset printing
- Demonstrate an understanding of technology that creates screenprinting, letterpress printing, relief printing and offset printing

✓ Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Projects: 50% of the overall grade

This course will include three (3) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/ concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project. Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

Assignments

Schedule

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in some coursework

In this course, Gen AI tools are permitted in some coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

Course Policies and Resources

COURSE PROCEDURES

- Unless otherwise approved, all imagery you use in projects for this class must belong to you and/or be of your own creation.
- Extensive reading in the textbook, handouts, online assignments, and online viewing may be assigned. In some instances, some of this work may take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside of class observations. Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: There is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- In-class use of phones, personal laptops, or headphones is only allowed with the instructor's permission.
- Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts and respecting class time.
- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- *It is your responsibility to check your email and CourseDen every day.*
 - I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
 - If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
- *Bring all tools/materials to class as instructed and make sure you have needed materials when working remotely.*
- *Do not interrupt the instructor while he is engaged in individual critique with another student; patiently wait your turn.*
- *Smelly and/or noisy foods are not allowed.*
 - Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near students' design work.
- ***Backup your work to multiple places at least once a day:***
 - USB drives, external drives, cloud drives (e.g. Google), etc.
- *Graphic design classrooms and labs are shared with other classes.*
 - Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- *Students are not allowed to use the studios while they are in use by another class unless you have permission from the instructor of that class.*
- *Do not leave files on computer desktops and expect that they will still be there when you return.*

- **Always backup work before leaving the lab.**
- Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- *In the graphic design studios, you are only allowed to print out things directly related to graphic design assignments.*
 - Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- *When you leave the lab, make sure the lab is secure and the doors are closed.*
- *The print lab is an awesome resource and is not to be abused.*
 - Students are expected to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing.
 - Do small test prints with the cheaper printer in Humanities 207.
 - Do not engage in wasteful printing habits.

FINAL DELIVERABLES

- *All assignments should be submitted as instructed in the project sheet.*
 - This will include uploading PDFs, JPGs, etc. to the appropriate assignment on CourseDen.
- *You may be asked to upload to CourseDen and/or a Google Drive a portfolio of your final work at the end of the semester.*

ATTENDANCE POLICY

This is a performance-based class and interaction with peers and the professor cannot be duplicated outside of class. Regular class participation and continuous faculty evaluation are crucial elements of the learning process. One cannot participate or receive feedback on one's work if one is absent. Attendance is mandatory. If you are absent, it is your responsibility to acquire any material that you have missed, not the professors'. Unexcused absences of more than three will result in a FINAL GRADE reduction. The following is the UNEXCUSED absence—point/grade reduction system:

4 unexcused absences= NO penalty

5 unexcused absences= MINUS one letter grade

6 unexcused absences= MINUS two letter grades

7 unexcused absences= MINUS three letter grades

An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes; therefore, 7+ TOTAL ABSENCES (EXCUSED AND/OR UNEXCUSED) = FAILURE.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

Old Syllabi

ART 3403: HISTORY OF GRAPHIC DESIGN 3 HRS.

COURSE DESCRIPTION:

This course provides art majors the opportunity to explore the historic perspectives, cultural relevance and technical aspects of graphic and design issues within the context of the contemporary profession of design. Study of historic print production processes will include printmaking and photography.

LEARNING OUTCOMES:

After completing this course, the student will be able to:

- To demonstrate a thorough knowledge of history of the development of written symbols
- To demonstrate a knowledge of the history of Western letterform development and how existing technology contributes to the historical aesthetic
- To demonstrate a working knowledge of the sequence of graphic design movements throughout history and the social and political contexts of each
- To demonstrate an understanding of early printing techniques and how they evolved into contemporary commercial offset printing
- To demonstrate an understanding of technology that creates screenprinting, letterpress printing, relief printing and offset printing

REQUIRED TEXTBOOK:

The History of Graphic Design, Philip Meggs and Alston W. Purvis, 4th edition, John Wiley & Sons, Inc.

EVALUATION:

Students will each be assigned reading and research in progressive modules that will each be followed by a test evaluation. There will be a mid-term and final exam, and a written research assignment. Final grades are tabulated by a combination of test scores, and a consideration of overall work habits, classroom participation, attendance, professional attitude.

ATTENDANCE:

Attendance is mandatory. It is important that students communicate with the supervising faculty concerning any absence.

ART - 3606 - Visual Systems and Abstraction

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

ART

Course Number* 3606

Course Title* Visual Systems and Abstraction

Long Course Title

Course Type*

Art

Catalog Course
Description*

An intermediate painting course exploring abstraction through visual organization, repetition, and surface development. Emphasis is placed on experimentation, iterative development, and the formation of personal visual language within contemporary studio practice.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

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

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

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

Prerequisites ART 3601 with a minimum grade of C

Concurrent
Prerequisites

Corequisites

Cross-listing**Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Painting, curriculum (structure) is adding the course ART 3606 to support the curriculum through the following objectives.

- Creating a new course that increases options for students to choose their progression through the curriculum

- Addressing course options and prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues)

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

1. Develop visual compositions using repetition, variation, and rhythmic organization.
2. Create original imagery derived from observational, intuitive, and abstract processes.
3. Apply principles of pattern, motif development, and spatial organization to unified surface compositions.
4. Demonstrate understanding of color interaction and visual cohesion across repeated or serialized imagery.
5. Translate hand-generated imagery into digital or repeat-based formats when appropriate.
6. Employ iterative studio processes including sketching, refinement, and series development.
7. Analyze historical and contemporary uses of abstraction and patterned imagery in fine art and design contexts.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* 75

Fee Justification The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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



Surface Pattern Design

ART-3601

Fall 2025 Section 01 3 Credits 08/13/2025 to 12/12/2025 Modified 06/02/2025

☐ Description

A painting course which explores principles and practices of surface pattern design. **Requisites**

Prerequisite: ART 1006 with a minimum grade of C

☐ Contact Information

☐ Meeting Times

☐ Materials

You will need several watercolor brushes of high quality. I will add links to some in announcements prior to class starting. I will be providing paper and paints to share. Things you will need to provide:

palette

2 water cups

spray bottle

artist tape

ruler

pencil

marking tools

small pan watercolor set

Outcomes

Objective and Learning outcomes

Students will:

1. Demonstrate foundational competency in surface pattern design techniques.
2. Demonstrate an introductory understanding of historical and contemporary surface practices through lectures, readings, and examination of significant designers, traditions, and applications across textile and decorative arts.
3. Demonstrate awareness of practical and conceptual issues central to surface pattern design, such as scale, color relationships, visual rhythm, functionality, and intended context of use.
4. Demonstrate emerging critical thinking, aesthetic judgement, and appropriate disciplinary vocabulary through critiques, written reflections, and analytical dialogue regarding pattern, form, and design strategies.
5. Demonstrate a beginning ability to produce self-directed design work, showing curiosity, experimentation, and personal engagement with materials, motifs, and conceptual intent.

□ Evaluation

Grading and Work Expectations:

- engagement/participation/attendance/professionalism 20%
- sketchbook/google slide narratives/research/journal entries 30%
- completed works of art 50%

*Please note rubrics will be given as assignments progress

You will be graded individually based on your work and improvement. You are expected to work a minimum of six hours outside of class. Documentation of this work will be explained in detail.

Evaluation of coursework will be based on the following:

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

A: Excellent. Work shows extra time and effort, creative interpretation of the assignment, and complete understanding of concepts and subject matter

B: Above average. Work shows extra time, effort, and progress in the understanding of concepts

C: Average. Fulfills requirements of the assignment.

D: Very poor, minimal effort.

F: Fail

Missed assignments/portfolio submissions/critiques:

Late submissions will receive a reduced grade AND may not be accepted after 24 hours.

Missed critiques – mid-terms and final: and portfolio submission – drop in grade by two grades, plus a grade per day.

Critiques

In-progress critiques are ways to receive feedback about how the quality of your work is progressing. Such critiques will be given one-on-one, in small groups, and as a class. Act on suggestions made. Formal critiques are planned discussions given as part of your presentation to the class. We will view each other's projects during critiques and discuss their merits and shortcomings. All critiques are a time to ask questions and hear valuable feedback about your work. Work hard and consistently. You will only get out of the class what you put into it. Leave preconceived expectations behind, focus with a clear and open mind, and approach your project with enthusiasm and a willingness to accept unexpected outcomes

Criteria

Projects will be given throughout the semester in a formal presentation format in class, with time for questions and answers before moving on to an ideation period. Students are given time to research and sketch ideas for approval before moving on to the final production of an assignment. Project deadlines are given as students progress. Students can re-work artworks up until a specific deadline given towards the end of the semester by Professor Horne.

Type	Weight	Topic	Notes
professionalism	20%		This includes your engagement in the class, attendance, critiques, etc.

Type	Weight	Topic	Notes
sketchbook	30%		This includes work in class, timed sketches, preliminary sketches for projects, color swatches, color studies, etc.
finished artwork	50%		Completed works of art.

Types of evaluations and related weights

□ Assignments

Assignments are given in a formal presentation during a class period with demonstrations. We will begin the course with materials practice and move into formal compositions and larger format paintings.

□ Schedule

Aug 13	Fall (non-eCore) classes begin
Aug 13-19	Open Drop and Add period
Aug 19	Open Drop and Add period (non-eCore) ends at 11:59 pm
Aug 20	Withdrawal "W" period begins for Full Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 20th and October 7th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.
Aug 20	Last day to apply for Tuition Differential Waivers for Fall 2025. The waiver application and all supporting documents must be received in the Registrar's Office by 5:00 pm.
TBD	Scheduled Fee Payment Deadline. Please see the Office of Student Accounts and Billing Services (https://www.westga.edu/student-services/studentaccounts/index.php) website for additional information.
Aug 30	No Saturday classes
Sep 1	Labor Day Holiday; no classes, offices closed
Sep 2	Last day to Petition for In-State Tuition Status for Fall Semester

Oct 1	Last day to apply for Spring Graduation
Oct 2-3	Fall Break; no classes, offices open
Oct 4	No Saturday classes
Oct 7	Last day to withdraw with a grade of W from Full Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 20th and October 7th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.
Oct 30	Registration for Spring Semester 2026 begins for new and currently enrolled graduate students, and currently enrolled undergraduate seniors.
Nov 22	No Saturday classes
Nov 24-28	Thanksgiving holidays; no classes, offices closed 27th and 28th
Dec 5	Fall Classes end
Dec 6-12	Final Examinations. See Exam Schedule for details.

Course Policies and Resources

Code of Ethics Statement for Studio Classroom Settings

1. Respectful Communication: All interactions within the studio classroom setting should be conducted with respect and professionalism.
2. Maintaining a Safe Environment: Creating a safe and inclusive environment is paramount. Harassment of any kind, bullying, discrimination, or intimidation will not be tolerated. This includes but is not limited to, sexual advances, inappropriate comments, gestures, or actions.
3. Professional Conduct: Students are expected to uphold high standards of professional conduct. This includes being punctual, prepared, and actively constructively participating in studio activities.
4. Conflict Resolution: In the event of a disagreement or conflict, it is essential to address the issue calmly and respectfully. If needed, students are encouraged to seek mediation or assistance from the right channels.
5. Reporting Violations: Any violations of this code of ethics should be promptly reported to the designated authority, such as the school's Title IX officer. Reports will be thoroughly investigated, and appropriate actions will be taken to address the situation and ensure a safe and supportive learning environment for all students and faculty.

Adhering to these ethical principles can foster a studio classroom environment that promotes creativity, collaboration, and mutual respect among all participants.

Attendance policy:

- Attendance will be taken at the beginning of each class. Anyone who arrives after that time will be considered late.
- Two “lates” or leaving early will equal an absence.
- If you are excessively late, or come unprepared for class – come without the required materials, or have not completed the preparation homework assignment you will be considered absent.
- Inattention and lack of focus on the class assignment will be considered disruptive behavior and you may be asked to leave, thereby receiving an absence for that class period
- You will be allowed three absences. If you are marked absent a fourth time, your grade could be affected.

Studio management:

- No food is permitted in the working studio area.
- No alcoholic beverages
- Follow safety guidelines for hazardous material
- Please use headphones while listening to music.
- Students must pick up all trash paper and other items from the studio at the end of their studio session and arrange studio furniture as required

□ Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in the following coursework: image creation for paintings.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

□ College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their

Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF),

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility

includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Mental Health Support

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

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

☐ Additional Items

ART - 3821 - Alternative & Experimental Printmaking

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

ART

Course Number* 3821

Course Title* Alternative & Experimental Printmaking

Long Course Title Alternative & Experimental Printmaking

Course Type*

Art

Catalog Course Description* Exploration of non-traditional and alternative methods of printmaking.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

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

If yes, indicate
maximum number of
credit hours counted
toward graduation.* n/a

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

Prerequisites ART 3801 Minimum Grade: C

Concurrent
Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This course has been developed in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD.

The course also presents a concentrated forum for students to explore new and alternative ways to printmaking, be that through new and emerging technologies, processes, and/or conceptual inquiries. The class will also aid in possible issues degree progression due to scheduling as well as adding more in the way of class options for the Printmaking concentrators to choose from. This increase in course offerings also provides a less prescriptive and more student centric pathway to graduation.

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

1. Students will demonstrate an intermediate understanding of expanded printmaking techniques through completed assignments.
2. Students will demonstrate an intermediate understanding of the history of printmaking and contemporary developments through lectures and presentations.
3. Students will apply a commitment to the development of constructive critical thinking through engaging in critiques and class discussions.
4. Students will create a body of prints which utilize non-traditional or alternative processes combined with traditional printmaking.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 75

Fee Justification The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our

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

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

DESCRIPTION

ART 3821 Alternative & Experimental Printmaking

Exploration of non-traditional and alternative methods of printmaking.

Credits: 3.00

Prerequisites ART 3801 Minimum Grade: C

CONTACT INFORMATION

Stephanie Smith

Email: slsmith@westga.edu

Office: VAB 134 Printmaking Studio

Phone: 678-839-4950

MEETING TIMES

Monday & Wednesday 12:00-2:45 PM

VAB Printmaking Studio

MATERIALS

Product links are provided as examples. You can purchase from any business or the UWG Bookstore.

GENERAL MATERIALS

- Pencils, erasers, etc
- Masking tape
- Glue stick
- Brushes
- Q-tips
- Xacto Knife & blades
- BLACK SHARPIE markers
- Sketchbook (technical journal)
- Tracing paper, 9x12
- Tool box to hold supplies

SAFETY-The studio does not provide gloves- you must have gloves in order to safely work in studio

- Disposable surgical gloves or kitchen gloves (for ink)- get a box or pack of 50+
- Baby wipes (for quick clean up)
- Apron

PRINTMAKING TOOLS

- Monoprint plates 12x18/pk 3
- Etching needle
- Watercolor paints & brushes OR Caren d'Ache water soluble crayons

PAPER & BOARD:

- 5 sheets of any of these: Rives BFK, Hannamule Copperplate, Sommerset Satin, Fabriano Rosapina
- 5 sheets: Stonehenge (any color)
- 1 sheet of any of these: Mulberry, Thai Kozo, Kitakata or other Japanese paper

- 80-100 lb card stock French Paper (50 sheets)
- Dur-a-lar mylar sheet- 1, 20x25 .005
- Sintra foam pvc board -up to 18x24
- 1 roll glassine paper
- Chipboard (or matboard)
- other as needed

Art Suppliers: Printmaking Vendors: Renaissance Graphic Arts, Takach Press, Co and McClains are suggested. Look at their websites.

Printmaking: A Complete Guide to Materials & Processes

- Author: Bill Fick & Beth Grabowski
- Publisher: Laurence King Publishing
- Edition: second
- Optional

Monotype: Mediums and Methods for Painterly Printmaking

- Author: Julia S. Ayres
- ISBN: 0823031292
- Optional

Modern Printmaking: A Guide to Traditional and Digital Techniques

- Author: Sylvia Covey
- ISBN: 1607747596
- Optional

Contact: Art and the Pull of Print

- Author: Jennifer L. Roberts
- Publisher: Princeton University Press
- Year: 2024
- ISBN: 978-0-691-25585-9
- Optional

OUTCOMES

Alternative & Experimental Printmaking is a class based on exploratory and unique print processes. The focus will be on innovative methods and unique applications of traditional printmaking. The course will offer the participants insight into inventive printing approaches currently being done within the medium such as eco-friendly techniques, one-of-a-kind prints, public art, multi-media installations, among others. Emphasis on experimentation and development of personal concepts and imagery producing both one-of-a-kind and editioned work.

Students will study current and innovative approaches to printmaking to gain a new perspective of print within a broader artistic approach, and through exploration, discussion, and evaluation expand their own art practice.

Learning Outcomes:

- Students will demonstrate an intermediate understanding of expanded printmaking techniques through completed assignments.
- Students will demonstrate an intermediate understanding of the history of printmaking and contemporary developments through lectures and presentations.
- Students will apply a commitment to the development of constructive critical thinking through engaging in critiques and class discussions.
- Students will create a body of prints which utilize non-traditional or alternative processes combined with traditional printmaking.

Course Objectives

- To expand your knowledge by experimenting in combining traditional printmaking techniques with alternative methods.
- To improve your ability to conceive and execute your creative ideas.
- To demonstrate improved technical proficiency and planning in printmaking.
- To produce assigned and self-directed work that incorporates the concepts discussed and that meets the creative and technical expectations of the instructor.
- To research contemporary artists who use non-traditional or alternative printmaking processes and present this work to the class.

EVALUATION

Your course grade is based on your ability to effectively complete assignments, your attendance, overall work habits, participation, and professionalism.

My expectations for you:

- Completion of the required work on time. Late work will be dropped a letter grade per class.
- Demonstrate competence with skills and techniques covered.
- Use of those skills to make imaginative and personal images.
- Adherence to all Printshop rules and regulations

Print projects and performance will be evaluated in four parts:

- Work Habits/Professionalism: working in & out of class to meet all deadlines, participating in discussion/critique, engaging with reading & online content
- Design & Concept: uniqueness & clarity of idea in relationship to composition & assignment
- Technique/Execution: skillful handling of the technique and materials, improvement
- Craftsmanship: attention to detail & presentation

Grade Scale

A = 100- 90% / OUTSTANDING

B = 89-80% / ABOVE AVERAGE

C = 79-70% / AVERAGE

D = 69- 60% /BELOW AVERAGE

F = 59-50% FAILING

ASSIGNMENTS

1. **Monotypes/Monoprints:** Creating unique, painterly prints from a single plate (oilbase)
2. **Monotypes/Monoprints 2:** Gel Plate Printing & Screenprint monotypes: waterbase applications for layering and texture
3. **Eco-friendly Intaglio:** Drypoint intaglio into recycled materials like Tetrapak cartons.
4. **Eco-friendly Intaglio 2:** Collagraphs: Building up plates with textured materials for unique impressions.
5. **Digital Applications:** Combining digital prints with traditional printmaking methods (relief, intaglio, lithography, screenprint, bookarts, risograph))
6. **"Off the Wall"**- working with printmaking in non-traditional formats

SCHEDULE

Week 1- Introduction to the course
Week 2- Monoprints one color, layers, viscosity
Week 3- "Ghosts" monoprint series using stencils, pressure printing
Week 4- Waterbase monoprint techniques
Week 5- Monoprint series with mixed media
Week 6- Critiques
Week 7- Intaglio experimentation- Tetrapak
Week 8- Intaglio experimentation- Collagraph
Week 9- Intaglio experimentation and critique
Week 10- Digital demonstrations in Photoshop and Illustrator to create imagery
Week 11- Digital projects
Week 12- Presentations
Week 13- Off the Wall discussions and demonstrations
Week 14- production and collaboration
Week 15- Off the Wall- installations
Week 16- Final critiques

ATTENDANCE POLICY

Attendance is mandatory and you should be working during class-time for the benefit of instruction, feedback, and assistance. This class is sequential, with each class building on the previous one, therefore regular attendance is important to successfully complete this course.

Class time will include technical demonstrations, presentations, discussions, critiques as well as time for you to work independently on projects. In-class experience cannot be substituted or replicated, and missing class can be severely detrimental to your final grade.

Critiques are mandatory and will be in-person.

Studio time is a luxury and privilege so if you are not sick, be present to take advantage of in-person instruction and access to equipment to create your work. Do not miss class unless you are sick. Trips to supply stores, employment, the dentist, advisor meetings, etc should be scheduled to not conflict with class.

ABSENT & TARDY

Missing class more than 3 classes will lower your grade by a letter and 7 absences will lead to failure for the course.

If there are extreme or extenuating circumstances that the instructor needs to take into consideration, you should inform me immediately, in writing and provide documentation. This includes medical issues.

Tardiness is defined as being late for class and/or departing before classes has been formally dismissed by the instructor and excessive lateness will lower your grade. **Four tardies count as one absence.**

Students are responsible for all material covered in class on days that are missed. Be in touch with your classmates or Course Den to get this information BEFORE you arrive at the next class. Do not expect classmates or the instructor to use class time to tell you what you missed. Lectures and demonstrations are given only once and will not be repeated.

COURSE POLICIES AND RESOURCES

Professional Behavior-Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. I expect every student in the class to exhibit good citizenship & civility. I am here to help each one of you, but you should also be here to help one another. I am committed to making this classroom a community that promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential. Abusive and disruptive behavior in any form will not be tolerated.

Expectations

- Develop good work habits and work hard.
- Come to class prepared. I expect you to do work inside and outside of class.
- Come to class with the necessary materials, tools, and readings for each assignment.
- Check your email/Course Den on a daily basis so you will be prepared.
- Outside of class work- This course will require work outside of the course meeting time. The student should plan to spend 6-12 hours per week outside of class-time for each studio class. This means working on sketchbook, research, reading and working on completing major projects/assignments.

Classroom/Studio Policies

- Respect your instructor, peers and facility at all times.
- Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn.

- Work hard in and out of class. Establish excellent work habits and time management skills.
- **TURN OFF YOUR CELLPHONES** including vibrate! Answering calls or texting in class is rude and considered disruptive behavior. During a break, go into the hall or outside if you need to talk on the phone.
- Assume responsibility for your own mess. Clean up after yourself and before leaving class. If you notice equipment out of place or a messy studio take the initiative to clean up the area or report the issue to the instructors. This is a community space and everyone is expected to do his or her share.
- **WEEKLY STUDIO CLEAN UP**-all students will participate in tasks to properly maintain safe and clean studio, as needed.
- All students will participate in a studio cleanup at the end of the semester.

Safety in the Studio

Please be health & safety conscious! Procedures will be covered at the beginning of the semester and continue throughout the semester as needed. You are expected to know and follow all health and safety procedures. If you do not know what you are doing, please ask. Never use equipment that has not been demonstrated to you.

All students in a Printmaking course must pass a Safety Quiz & fill out a Print Studio Authorization Sheet each semester.

- **University Police: 678.839.6000**
- **Keep exit doors closed.** This is for the safety of the people, property and environment of the studio.
- Wear apron and gloves when printing.
- Wear apron, gloves, and eye protection when etching and using acid!
- Wear dust mask if using aquatint or other air born particles.
- Become familiar with eye wash and safety showers
- Become familiar with Safety Data Sheet (SDS) notebook
- Turn on ventilation when using solvents/fumes to prevent inhalation and health risks
- Refrain from wearing flip flops or open toe shoes in the studio
- No ear/headphones connected to any form of audio device while using press or equipment
- Avoid loose fitting clothing particularly sleeves, shirt tails and scarves.
- Tie back long hair
- NO eating in the studio for health and safety reasons.
- Report unsafe conditions, faulty equipment, and any accidents to the instructor immediately!

ART - 4400 - Design Strategies and Studio Problems

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4400

Course Title* Design Strategies and Studio Problems

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course Description* Students address design challenges through collaborative and individual, client-based projects that explore context, form, and content while developing cohesive design systems.

Prerequisites ART 3402 or 3403 with a minimum grade of C and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design.

Corequisites

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

1

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 6**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☐ Yes☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58243

New Syllabi



Design Strategies and Studio Problems

ART-4400

Fall 20XX Section 01 3 Credits 08/XX/20XX to 12/XX/20XX Modified 12/27/2025



Description

Students address design challenges through collaborative and individual, client-based projects that explore context, form, and content while developing cohesive design systems.

Requisites

Prerequisites:

ART 3402 or 3403 with a minimum grade of C and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design.



Contact Information



Meeting Times



Materials



Outcomes

In this course, you will explore advanced design concepts, and apply them to corporate and/or institutional contexts in a studio problem-solving format. We will focus on solving the complex design challenges of real-world clients. These clients may be from within the university or from the outside community, and the projects could entail design from across the spectrum of things that graphic designers create in the industry today.

COURSE OBJECTIVES & LEARNING OUTCOMES

- Build on the foundation established in graphic design by an in-depth exploration of a varied range of communication design expressions
- Gain greater experience in researching and developing design concepts.
- Hone skills at presenting ideas effectively.
- Understand and build skills related to the designer-client relationship.

✓ Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Project s: 50% of the overall grade

This course will include three (3) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/ concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/ or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project. Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/ concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

Assignments

Schedule

Class schedule is detailed on CourseDen.

* Course Policies and Resources

COURSE PROCEDURES

- Unless otherwise approved, all imagery you use in projects for this class must belong to you and/or be of your own creation.
- Extensive reading in the textbook, handouts, online assignments, and online viewing may be assigned. In some instances, some of this work may take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside-of-class observations. Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: There is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- In-class use of phones, personal laptops, or headphones is only allowed with the instructor's permission.
- Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting others' time and efforts, and respecting class time.
- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- *It is your responsibility to check your email and CourseDen every day.*
 - I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
 - If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
 - Bring all tools/materials to class as instructed and make sure you have needed materials when working remotely.
 - Do not interrupt the instructor while he is engaged in individual critique with another student; patiently wait your turn.
 - Smelly and/or noisy foods are not allowed.
 - Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near students' design work.

- ***Backup your work to multiple places at least once a day:***
 - USB drives, external drives, cloud drives (e.g., Google), etc.
- *Graphic design classrooms and labs are shared with other classes.*
 - Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- *Students are not allowed to use the studios while they are in use by another class unless you have permission from the instructor of that class.*
- *Do not leave files on computer desktops and expect that they will still be there when you return.*
 - ***Always back up work before leaving the lab.***
 - Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- *In the graphic design studios, you are only allowed to print out things directly related to graphic design assignments.*
 - Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- *When you leave the lab, make sure the lab is secure and the doors are closed.*
- *The print lab is an awesome resource and is not to be abused.*
 - Students are expected to conserve materials and treat the machines with respect. Spell-check, double-check, triple-check, and have a classmate review your design before printing.
 - Do small test prints with the cheaper printer in Humanities 207.
 - Do not engage in wasteful printing habits.

FINAL DELIVERABLES

- *All assignments should be submitted as instructed in the project sheet.*
 - This will include uploading PDFs, JPGs, etc. to the appropriate assignment on CourseDen.
- *You may be asked to upload to CourseDen and/or a Google Drive a portfolio of your final work at the end of the semester.*

Attendance Policy

We will meet in person on campus during the scheduled meetings for the semester. Remote work days will be scheduled and announced at least one week in advance via CourseDen.

Students are allowed a total of four (4) absences for the semester, and this includes both excused and unexcused absences.

After allotted four (4) absences have been accrued, each additional absence may result in the reduction of a student's overall grade by ten (10) points per absence. Six(6) or more absences will result in automatic failure of the course, which is at the discretion of the instructor.

All late arrivals count as one-half (1/2) of an absence toward your total number of absences for the semester.

Students who arrive more than one hour after the scheduled class start time are subject to receiving an absence for the day.

Assignments

There will be weekly assignments performed throughout the semester. While some will be in person and others will be remote, all due dates will be posted and assignments uploaded on CourseDen.

DISCLAIMER

This syllabus is subject to change at any time; students will be notified of any changes in class, via email or CourseDen.

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPE\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPE).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

guidance: <https://www.usg.edu/policymanual/section6/C2675>
(<https://www.usg.edu/policymanual/section6/C2675>).

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

Mental Health Support

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

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.



Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in some coursework

In this course, Gen AI tools are permitted in some coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

Old Syllabi

ART 4400

Graphic Design Studio Problems

T/Th 11AM-1:45PM • HUM318
CRN: 12477, Section 01

Spring 2020

Instructor:

Bryan Perry

bperry@westga.edu

office: HUM327

mobile: 404-457-4642

office hours: by appointment
(regularly available on-campus
and online)

COURSE DESCRIPTION

This is a professional preparatory class in which students in the class operate as a design team(s) that interacts directly with a variety of selected clients, with faculty supervision, to realize professional projects. The course will be a combination of discussion, lecture, client meetings, studio and production time, with client project assignments throughout the semester.

- 3 hours

DETAILED COURSE DESCRIPTION

In this course you will explore advanced design concepts, and apply them to corporate and/or institutional contexts in a studio problem-solving format. We will focus on solving the complex design challenges of brand identity including brand strategy, logotype and identity development, and defining design systems to align disparate print, TV, web, mobile, social and site-specific brand expressions.

Students will work in teams and form a graphic design company with its own unique name and identity. In addition, each team/company will take on the role of proxy client for another team in the class. This will insure that each participant experiences and appreciates the design process from both sides- client and agen-

cy. Although students will work in teams, each will be graded individually.

COURSE OBJECTIVES

- Build on the foundation you have established in graphic design by in-depth exploration of the range of expressions known collectively as "brand identity"
- Gain greater experience in researching, developing concepts and design systems, and uniting multiple brand expressions across media and time.
- Hone your skills at presenting your ideas effectively.
- Understand the experience the designer-client relationship from both sides by acting as agency, client for your other teams, and through direct interaction your client.

TEXTS

Required:

- [*Designing Brand Identity \(5th Edition\)*](#), Alina Wheeler
- Downloadable PDFs may be assigned for reading/discussion purposes as well

MATERIALS & SUPPLIES

Required:

- USB drives [several] 16 GB minimum
- sketchpad
- various pens and pencils
- kneaded eraser
- x-acto knife (#11 blades), extra #11 blades
- printing (bw copies & high-quality color prints) as assigned

Suggested:

- External hard drive, 1TB or larger

Other materials may need to be purchased throughout the semester as required.

COURSE STRUCTURE

The class is composed of, but not limited to, the following:

- Readings
- Discussions
- Lectures
- Exercises
- Projects
- Presentations
- Critiques
- Process documentation

Instead of a strict schedule for the semester, the class will be allowed to develop organically as the needs of clients arise. As the progress and needs of the class are observed and assessed, schedule, topics, and assignments will be adjusted to meet the current class needs. Assignment expectations and due dates will be clearly stated at the time the assignment is made.

GRADING INFORMATION

All grades will be graded on a 100 pt scale. Final grades for the class will be based on the following percentage breakdown:

- 30%** Process documentation
- 70%** Projects/Final body of work

Final grades will be based on the following points scale:

- A:** 90 - 100
- B:** 80 - 89
- C:** 70 - 79
- D:** 60 - 69
- E:** < 60

A—Outstanding/Excellent:

Design: Work is distinguished, innovative, and goes beyond course requirements. Student shows insight and demonstrates superior conceptual and design skill and craft. Where applicable, excellent grammar, spelling, and syntax are present. Minimal to no graphic errors exist within content.

Participation: The student is actively engaged and comes to every class session ready to participate in informed discussions based on a thorough and critical analysis of homework and assigned material. The student makes extraordinary contribution to the class through thoughtful and original examples of research, design thinking, process,

research, and execution. The student seeks assistance as needed.

B—Above Average:

Design: Competent, creative, and controlled work. Student shows clear understanding and thorough demonstration of conceptual and design skills and craft. Where applicable, some grammar, spelling, and syntax errors are present. Some typographical errors present.

Participation: The student is actively engaged in most facets of the class and comes ready to participate in informed discussions based on thorough and critical analysis of homework and assigned material. The student makes a solid contribution to the class through relevant and thoughtful comments, questions, and examples. The student is likely to seek assistance when needed.

C—Average:

Design: Adequate understanding but inconsistent demonstration of conceptual and design skills. Important design elements are missing from work, and student shows problems with time management and a lack of steady focus. Work lacks polish and sophistication. Where applicable, works needs to be thoroughly edited for grammar, spelling, and syntax errors.

Participation: The student is actively engaged in some facets of the class and comes ready to many sessions with material as required. The student makes minimal contribution to the class through general, incomplete and tangential comments. The student is not likely to seek assistance on his or her own.

D—Below Average:

Design: Lacks understanding and an inadequate amount of time and effort are demonstrated. Many to most important design elements are missing. Student shows inconsistent participation and effort. The use of appropriate skill and craftsmanship is not present or demonstrated. Where applicable, grammar, spelling, and syntax errors abound.

Participation: The student rarely demonstrates active engagement in the class and comes to many sessions unprepared for informed discussion. The student does not collaborate with classmates and the instructor and is not likely to seek assistance.

F—Work Unsatisfactory:

Design: Lacks complete design aesthetic. No time and effort demonstrated. No design elements present. Student shows no participation and effort.

Participation: Unacceptable participation. Failure to complete

minimum requirements. The student is not an active member of the class.

The final grade you EARN in this class will be based on the following criteria:

Completion of all assignments ON TIME and assessment of knowledge of key concepts and skills as demonstrated by the successful execution of each assignment.

Coming to each class on time and prepared with all required materials.

Participating in the studio environment, participating in verbal exchanges in critiques and discussions, asking questions, making perceptive comments, showing total involvement.

Creativity and problem-solving skills, level of growth, and ambition.

Specific criteria relevant to each assignment may be listed on the project handout.

COURSE PROCEDURES

- Lateness beyond 20 minutes will be counted as an absence. Two lates=one absence.
- Leaving class early without permission or before class is dismissed will not be tolerated.
- Extensive reading in the textbook, handouts, online assignments and online viewing may be assigned. In some instances, some of this work will take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- **Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside of class observations.** Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: Each class day there is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- Use of phone, personal laptop, or headphones is only allowed with the instructor's permission.
- Students are expected to

behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts, and respecting class time.

- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- **It is your responsibility to check your email and CourseDen every day.** I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
- If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
- Bring all tools/materials to class as instructed.
- Students are given 24-hour access to classrooms and the computer lab by swiping their Student ID. Class rosters are submitted to Public Safety shortly after the first day of class, so access should be

active after the first week of class. If your ID card does not allow you access after this period, it is your responsibility to inform the Main Office of the Department of Art

- It is unacceptable to use lack of access as an excuse if it has not been reported.
- Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn.
- Smelly and/or noisy foods are not allowed.
- Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near finished or in-progress design work.
- **Backup your work to multiple places: USB drives, external drives, cloud drives (e.g. Google), etc.**

Failure to observe any of these rules will negatively impact the student's grade.

LAB RULES

- Keep in mind that the graphic design classroom and labs are shared with other classes. Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- Students are not allowed to use the classroom or lab when it is reserved for another class.

- Students must be currently enrolled in a graphic design class to have access to the lab.
- Do not leave files on computer desktops and expect that they will still be there when you return. **Always backup work before leaving the lab.** Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- In this lab, you are only allowed to print out things directly related to graphic design assignments. Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- The facilities—both the physical spaces and the computer desktops—are to be kept clean and tidy.
- Never prop the door open.
- Do not change printer preferences.
- When you leave the lab, make sure the lab is secure and the doors are closed.
- Students are expected to work on assignments in the computer lab. Do not surf, check Facebook, etc. during class time. Failure to use the computers /time wisely will have a negative impact on the student's grade.
- The print lab is an awesome privilege and is not to be abused. I expect students to

conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing. Do small test prints. Do not engage in wasteful printing habits.

Failure to comply with these rules can result in the revoking of your lab privileges.

FINAL DELIVERABLES

All assignments should be submitted as instructed in the project sheet. Most of the time this will be to the assignment on CourseDen.

All final assets will be uploaded to CourseDen at the end of the semester.

ATTENDANCE POLICY

This is a performance-based class and interaction with peers and the professor cannot be duplicated outside of class. Regular class participation and continuous faculty evaluation are crucial elements of the learning process. One cannot participate or receive feedback on one's work if one is absent. Attendance is mandatory. If you are absent, it is your responsibility to acquire any material that you have missed, not the professors'. Unexcused absences of more than three will result in a FINAL GRADE reduction. The following is the UNEXCUSED absence—point/grade reduction system:

- 3 = NO penalty
- 4 = MINUS one letter grade
- 5 = MINUS two letter grades
- 6 = MINUS three letter grades

An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes; therefore, 7 TOTAL ABSENCES (EXCUSED AND/OR UNEXCUSED) = FAILURE.

COURSE COMMUNICATION

Virtual and on-campus office hours: I live in Atlanta and teach all day on Tuesdays and Thursdays thus office hours will be by appointment. I plan to be on campus many Wednesdays and occasional Fridays, but I can come to campus or "meet" with you online as long and often as you need me to.

Emails, etc.: In general, I will answer emails/CourseDen messages once a day Mondays through Fridays, so any email communication should be responded to within 24 hours on weekdays.

Phone: Although I have listed my mobile phone number, it should only be used in case of emergency or last resort. You can call or text, but realize it is not likely that I have your contact information programmed into my phone so let me know who is calling/texting and what you need help with.

Assignments: I plan to make every effort to have grades and/or feedback on assignments returned to you within two weeks of you turning in the assignment.

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 Office for Accessibility Services (<https://www.westga.edu/student-services/counseling/accessibility-services.php>). UWG also provides Accessibility Statements for Technology (<https://docs.google.com/document/d/16Ri1XgaXiGx-28ooO-zRvYPraV3Aq3F5ZNYb-VDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document (<https://www.westga.edu/ad-ministration/vpaa/common-language-course-syllabi.php>).

I strongly recommend that students make an electronic copy of everything submitted to me.

ADDITIONAL SUPPORT FOR COURSES

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information, can be found at Technology Requirements (<https://uwgonline.westga.edu/technology-requirements.php>).

Center for Academic Success

The new Center for Academic Success (CAS) (<http://www.westga.edu/excel/>) 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 for Student Services (<http://uwgonline.westga.edu/online-student-guide.php>) 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 (<http://www.westga.edu/UWG-Cares/>).

SUPPORT FOR COURSES - FULL LINKS

- CourseDen D2L Home Page <https://westga.view.usg.edu/>
- CourseDen Help (8 AM – 5 PM) <https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: 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>

[guage-course-syllabi.php](#)

- UWG Cares <http://www.westga.edu/UWG-Cares/>
- Accessibility Services <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>
- UWG Accessibility Statements for Technology <https://docs.google.com/document/d/16Ri1XgaXiGx-28ooO-zRvYPraV3Aq3F5ZnJYb-VDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

DISCLAIMER

This syllabus is subject to change at any time; students will be notified of any changes in class, via email or CourseDen.

ART - 4405 - Motion, Media, and Interactivity

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4405

Course Title* Motion, Media, and Interactivity

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

An expansion of research into the structure, history, technology and application of sound graphic and typographic principles. Research, conceptual development and presentation are emphasized.

Prerequisites

ART 3402 or 3403 (with a minimum grade of C) and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 6**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☐ Yes☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58246

New Syllabi



Motion, Media, and Interactivity

ART-4405

Fall 20XX Section 01 3 Credits 08/XX/20XX to 12/XX/20XX Modified 12/27/2025

Description

An expansion of research into the structure, history, technology and application of sound graphic and typographic principles. Research, conceptual development and presentation are emphasized.

Requisites

Prerequisites: ART 3402 or 3403 (with a minimum grade of C) and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design

Corequisite:

Contact Information

Meeting Times

Materials

This course explores motion, interactivity, and emerging media as an expansion of research into the structure, history, technology and application of sound graphic and typographic principles. Course content focuses on motion graphics principles, basic animation (as it relates to motion graphics), interactive media design such as user interface (UI) design, and emerging formats such as web-based motion, interactive storytelling, and artificial intelligence (AI). Through hands-on projects, experimentation with tools and technologies, prototyping, and critique, students develop dynamic visual communication solutions that integrate narrative, interaction, and system thinking while responding to conceptual and technical challenges.

COURSE OBJECTIVES AND LEARNING OUTCOMES

- Display an ability to conceptually develop professional-level work
- Understand acceptable professional practices in the design industry as they apply to client communications and business procedures
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Work within the predictable stages of the creative process as it applies to design and work flow

✓ Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Projects: 50% of the overall grade

This course will include three (3) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/ concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project. Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

Assignments

Schedule

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in some coursework

In this course, Gen AI tools are permitted in some coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

Course Policies and Resources

COURSE PROCEDURES

- Unless otherwise approved, all imagery you use in projects for this class must belong to you and/or be of your own creation.
- Extensive reading in the textbook, handouts, online assignments, and online viewing may be assigned. In some instances, some of this work may take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside of class observations. Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: There is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- In-class use of phones, personal laptops, or headphones is only allowed with the instructor's permission.
- Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts and respecting class time.
- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- *It is your responsibility to check your email and CourseDen every day.*
 - I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
 - If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
- *Bring all tools/materials to class as instructed and make sure you have needed materials when working remotely.*
- *Do not interrupt the instructor while he is engaged in individual critique with another student; patiently wait your turn.*
- *Smelly and/or noisy foods are not allowed.*
 - Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near students' design work.
- ***Backup your work to multiple places at least once a day:***
 - USB drives, external drives, cloud drives (e.g. Google), etc.
- *Graphic design classrooms and labs are shared with other classes.*
 - Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- *Students are not allowed to use the studios while they are in use by another class unless you have permission from the instructor of that class.*
- *Do not leave files on computer desktops and expect that they will still be there when you return.*

- **Always backup work before leaving the lab.**
- Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- *In the graphic design studios, you are only allowed to print out things directly related to graphic design assignments.*
 - Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- *When you leave the lab, make sure the lab is secure and the doors are closed.*
- *The print lab is an awesome resource and is not to be abused.*
 - Students are expected to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing.
 - Do small test prints with the cheaper printer in Humanities 207.
 - Do not engage in wasteful printing habits.

FINAL DELIVERABLES

- *All assignments should be submitted as instructed in the project sheet.*
 - This will include uploading PDFs, JPGs, etc. to the appropriate assignment on CourseDen.
- *You may be asked to upload to CourseDen and/or a Google Drive a portfolio of your final work at the end of the semester.*

ATTENDANCE POLICY

This is a performance-based class and interaction with peers and the professor cannot be duplicated outside of class. Regular class participation and continuous faculty evaluation are crucial elements of the learning process. One cannot participate or receive feedback on one's work if one is absent. Attendance is mandatory. If you are absent, it is your responsibility to acquire any material that you have missed, not the professors'. Unexcused absences of more than three will result in a FINAL GRADE reduction. The following is the UNEXCUSED absence—point/grade reduction system:

4 unexcused absences= NO penalty

5 unexcused absences= MINUS one letter grade

6 unexcused absences= MINUS two letter grades

7 unexcused absences= MINUS three letter grades

An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes; therefore, 7+ TOTAL ABSENCES (EXCUSED AND/OR UNEXCUSED) = FAILURE.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

Old Syllabi

**GRAPHIC DESIGN V
SYLLABUS
ART 4405**

COURSE DESCRIPTION AND OBJECTIVES:

An expansion of research into the structure, history, technology and application of sound graphic and typographic principles. Research, conceptual development and presentation are emphasized.
Prerequisite: Permission of instructor. May be repeated for up to (9) hours which will count as Graphic Design electives.

LEARNING OUTCOMES:

After completing this course, students will understand procedures for assembling a professional resume and portfolio in preparation for seeking employment and be able to:

- Display an ability to conceptually develop professional-level work
- Understand acceptable professional practices in the design industry as they apply to client communications and business procedures
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Work within the predictable stages of the creative process as it applies to design and work flow

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DATE _____

G D V S Y L L A B U S

The class atmosphere is inquisitive and serious. You are expected to be present and prepared for class/individual meetings on time and to become immediately engaged in the problem at hand. _____

Throughout the semester, I will check on progress through individual and group critique. It is imperative that you consider design as an activity requiring intelligence, discipline, patience, diverse thinking, and self motivation. Solutions to problems emerge from the design process, and can only be successfully realized through dedication and motivated effort. This class is supplemented with lectures, critiques, and exercises. _____

In this class, students will be assigned reading, research, a program of development of ideas through sketching by hand that will result in assignments that are turned in for a grade. The process of development of ideas is considered as important if not more important than final results. Each step in this process is to be taken seriously. _____

Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. _____

NOTE TO STUDENT

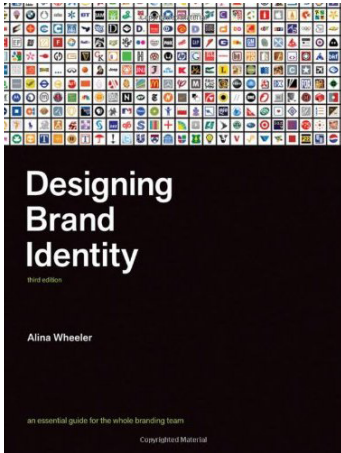
By choosing to remain in this class, you agree to abide by the standards set forth in this syllabus.

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REQUIRED TEXTS:

DESIGNING BRAND IDENTITY

THE ELEMENTS OF TYPOGRAPHIC STYLE

Robert Bringhurst

Publisher: Hartley and Marks Publishers; 3rd edition (October 9, 2004)

Language: English

ISBN-10: 0881792063

ISBN-13: 978-0881792065

There may be another textbook assigned to you as soon as I receive a review copy. Other readings through the semester will be assigned.

REQUIRED SUPPLIES:

You will need right away and will be responsible for having at every class period throughout the semester:

- 11" x 14" pad of tracing paper
- Markers---black sharpies (both small and large)
- 1 roll of 1" white artists tape
- Cork-backed metal ruler, minimum of 12", 24" is better
- 90/45 degree triangle, minimum 12" tall on longest end
- Lots of #2 or HB pencils & sharpener OR Mechanical pencils with .05mm leads
- Exacto knife + large number of #11 blades
- Kneaded eraser
- Glue stick
- 12" x 18" self-healing cutting mat (slightly smaller or larger is fine if you already have one)
- thumb/flash drive, 2G minimum (4G would be better)

You will also need to purchase the following as needed:

- approximately 20-30 sheets of Epson ink jet photo paper for printing, 13" x 19"
- Black foam core board, as needed per assignment (buy as needed)
- Double Tack mounting sheets, as needed per assignment

Throughout the semester, you may be asked to purchase other supplies as each project dictates. Each final project will be required to be mounted on black foam core using Double Tack sheets. You may wish to stock up on these items or buy as you need them. I do caution you, however, that supplies of these at the local stores often run low when you most need them (in other words, when everyone else is trying to buy them at the same time when a project is due.)

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EVALUATION/GRADING:

The student's FINAL course grade will be determined by the following:

Module Grades/Assignments =70% [10% each]

Mid-term exam + Quizzes-10%

Final Exam (cumulative test given at the end of the semester) =10%

Daily Performance-10% _____

COURSE MODULES: 70% [see Sample Grading Sheet in this Handout]

There will be course modules throughout the semester broken down into the approximate categories:

Systems and Visualization

Graphic Design Research

Visual Coding

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE NUMBER OR ALTER THE SEQUENCE OF MODULES DURING THE COURSE OF THE SEMESTER AS CIRCUMSTANCES REQUIRE. IN RESPONSE TO THIS, THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE PROPORTIONAL PERCENTAGE THAT COURSE MODULES INFLUENCE FINAL GRADES.

MID-TERM EXAM + QUIZZES=10%

There will be a Mid-Term Exam on all readings, discussions, terminology, blog postings, online assignments and concepts covered in the textbook and all handouts up until that point. There may also be periodic Quizzes given, announced or unannounced. _____

FINAL EXAM=10%

There will be a Fnal Exam on all readings, discussions, terminology, blog postings, online assignments and concepts covered in the textbook and all handouts throughout the semester. _____

DAILY PERFORMANCE=10%

Each class day, students will be evaluated as to whether they have met the requirements for that day's class. This includes: arriving with all required supplies and materials, completion of all reading and research requirements, active participation in class proceedings and critiques, following Class and Lab Rules (see page in this handout) _____

Your overall work habits, classroom participation, attendance, professional attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. **This impression, bad or good, can potentially override the numerical calculations of your final grade at the end of the semester.** _____

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ASSIGNMENTS:

Projects are due at the beginning of class. Any project turned in more than 15 minutes after the beginning of class the day an assignment is due will no longer be eligible to receive an "A" and will be awarded a "B" at best.

Do not expect to work on/complete assignments during class the day an assignment is due unless otherwise instructed. _____

No projects will be accepted after the end-of-day [i.e.: 6:00pm] a project is due and a grade of "0" will be given after that. _____

You may not re-do assignments. _____

How to receive an "A" on an assignment:

- 1.) You must meet or exceed the objective of the assignment
 - 2.) That assignment must be completed and turned in on time
 - 3.) Strong ideas, consistent, enthusiastic trial-and-error development throughout the duration of the project
 - 4.) Perceived amount of time spent on the project inside and outside of class
 - 5.) High level of craftsmanship.
- _____

DAILY GRADES: 10% OF FINAL GRADE

Regardless of specific assignments, you will ALWAYS be expected to arrive to EACH class with work that demonstrates significant progress since the last class meeting. You must be self-motivated and resourceful; don't not wait on me to tell you everything. There is a direct relationship between the amount of work you do and the quality of your final projects, thus your final grade will be severely affected by the quantity and quality of your homework. On days when you do not have specific instructions for homework, simply keep in mind the above. Your ultimate success on any given project or this class as a whole depends on a consistent, enthusiastic work ethic, and not being self-motivated will ultimately work against you.

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You will receive a grade sheet similar to this one when each graded assignment is returned to you. The points awarded or not awarded are clearly outlined. If you would like to discuss your grade, it is recommended you send me an email and make an individual appointment rather than discussing it in class

jhannaford@comcast.net

SAMPLE GRADE SHEET

Student Name _____

Project Name _____

10 pts///Professionalism & Motivation (possible 5 pts each)

____ willingness to accept constructive criticism

____ consistent progress (in and out of class)

Total _____

30 pts///Process (possible 7.5 pts each)

____ research

____ ideation/conceptualization

____ sketching/prototyping/experimentation

____ process documentation

Total _____

40 pts///Realization (possible 10 pts each)

____ overall concept

____ overall composition

____ typographic subtlety

____ fulfillment of objectives

Total _____

20 pts///Execution (possible 5 pts each)

____ digital record

____ printing craft

____ mounting craft

____ overall attention to detail

Total _____

Total Points _____

Final Grade _____

Comments: _____

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GRADE SCALE

A All work is completed as assigned and reflects outstanding achievement both in quantity and quality as well as an outstanding ability to communicate and execute ideas. The student displays an exceptional attitude in critique participation, response to criticism, and professional conduct. (Very difficult to attain.)

B All work is completed as assigned and reflects above-average achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an above-average ability to communicate and execute ideas. (Difficult to attain.)

C All work is completed as assigned and reflects acceptable achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an acceptable ability to communicate and execute ideas. (Most students receive this grade.)

D Student achievement is below average in quality and/or quantity. Student response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. Student work reflects an inability to satisfactorily communicate and execute ideas.

F Student work and attitude reflect an unsatisfactory level of achievement both in quantity and quality. Student exhibits an unsatisfactory ability to communicate and execute ideas and a pattern of low productivity. Student attendance record may be unacceptable. Student's lack of participation in critiques, poor response to criticism, and inappropriate professional conduct will result in a failing grade.

W/WITHDRAWAL-PASSING A student may request a "W" grade for any reason, any time, up to the deadline set by admissions. A "W" will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

WF/WITHDRAWAL-FAILING A student will be given a "WF" grade for any reason, any time after the last deadline for Withdrawal determined by the Registrar. A "WF" will be initiated by the instructor in cases of excessive absence of more than five absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

I/INCOMPLETE This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the inability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date. The student must be in good standing in the course prior to the event causing the request for an Incomplete.

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ATTENDANCE POLICY

Attending all class sessions is mandatory. Class time plays a significant role in your education and this policy is strictly upheld. In-class experiences cannot be substituted or replicated in any other way. All absences count equally regardless of cause (including illness). _____

Consistent and prompt attendance develops responsible professional behavior and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education. _____

Students should be informed that the allotted absences are to accommodate routine illness, weddings, car trouble, etc. Doctor appointments, advisor conferences, trips to supply stores and labs, employment, etc., should not be scheduled to conflict with class. _____

Faculty cannot be placed in the position of determining which absences are excusable and which are not. Absences are absences regardless of the reason, so it is not necessary for you to provide doctor's notes. _____

If there are documented special circumstances that the instructor needs to take into consideration, it is the student's responsibility to inform the instructor in a timely fashion. _____

Prolonged illness should be verified by a physician and may require the student to withdraw from class if he/she cannot complete work in a comprehensive and timely manner. _____

Student absences during the semester are not expected to exceed the number of times the class meets in one week. Since this class meets twice a week, absences excused or unexcused two absences are allowed without penalty. Any absences or tardys beyond two will negatively affect the final grade for the course. _____

Tardiness is defined as being late for classes/meetings and/or departing before classes/meetings have been formally dismissed by the instructor. Tardiness that exceeds ten minutes will be counted as an absence. Two tardies are counted as one absence. _____

At two absences, the student's grade will be lowered by one full letter. _____

If the student accrues three or more absences, he/she may be withdrawn from the class with a W or a WF, depending on the university withdrawal date. _____

Students are responsible for any material missed due to tardiness or an absence. Students should contact classmates to get this information before arriving to the next class. Do not expect classmates to use class time to tell you what you missed. Do not ask the instructor to review what you missed. Do not use absence(s) as an excuse for not being on schedule with assignments. _____

If you are unable to attend class on a critique/deadline day, it is your responsibility to inform the professor of your absence via email before class and in a timely fashion. It is also your responsibility to either email your document(s) for grading or have a classmate submit your assignment(s) before class. Absences are not a valid excuse for falling behind and/or failing to meet deadlines. _____

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CLASS RULES

I will keep a blog at <http://uwghannaford.blogspot.com>. The blog is a class record and also a place to share links, documents, and important information about upcoming classes. It is your responsibility to periodically check the blog every single day. I recommend that you check it at least twice a day—in the morning and evening. It is NOT acceptable to claim you have not read the class blog as an excuse. _____

Similarly, it is your responsibility to periodically check your email every single day. I recommend that you check it at least twice a day—in the morning and evening. _____

If you miss information because you failed to check the blog/your email, your negligence will negatively impact your grade. _____

You are required to keep a class blog and update it every week by noon on Tuesday. I suggest wordpress.com. _____

Bring all tools/materials to each class period unless otherwise instructed. Failure to do this negatively impacts your daily grades. _____

It is essential that you print your work for formal and informal critiques. I will not critique work on a screen. _____

Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn. _____

Smelly and/or noisy foods are not allowed. Beverages in sealable containers are allowed. _____

Cell phones are to be turned off/silenced and put away at all times. _____

Laptops/computers will be put away/put to sleep during all lectures, critiques, and presentations. _____

Take a moment to record the contact information (phone and email) of two classmates that you can contact to obtain missed information.

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LAB RULES

Students are given 24-hour access to classrooms and the computer lab two weeks into the semester. Once class rosters are submitted to Public Safety, students can enter classrooms by swiping the door entry system with their ID cards. I will inform you when Public Safety activates the card entry system for the class. Keep in mind that rooms are shared with other classes.

You are not allowed to use the classroom or lab when it is reserved for another class. _____

You must be currently enrolled in a graphic design class in order to have access to the lab. No exceptions. _____

Do not leave files on computer desktops and expect that they will still be there when you return. Always back-up work before leaving the lab. Get in the practice of periodically burning completed files to DVDs for extra security. _____

The facilities—both the physical spaces and the computer desktops—are to be kept clean and tidy. Name, label, and organize your files into a folder on the desktop, throw away/recycle your trash, etc. _____

No food or drink of any kind—including water—in the computer lab for any reason. No exceptions. _____

Never prop the door open. _____

When you leave the lab, make sure the lab is secure and the doors are closed. _____

The print lab is an awesome privilege and is not to be abused. I expect you to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing. Do small test prints if necessary. Do not engage in wasteful printing habits. If you are caught printing anything that isn't for a class in the print lab, you will be subject to receiving an F in this course. _____

IF YOU FAIL TO COMPLY WITH THESE RULES, YOUR LAB PRIVILEGES WILL BE REVOKED.

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PROFESSIONAL CONDUCT

In addition to following all of the other rules set forth in this syllabus, students are expected to conduct themselves in a professional manner in every aspect of this course. _____

All correspondence should be composed with care and follow proper letter etiquette (even emails). _____

All printed correspondence should be composed and designed with care in InDesign. If contextually appropriate, all printed correspondence should follow proper letter etiquette. _____

If a student's verbal skills are lacking, it is his/her responsibility to establish a relationship with the UWG Writing Center (678.839.6513). _____

In general, students will meet with the professor twice a week. In an average week, students will have approximately 4.5 hours of scheduled class time to work on assignments in addition to the minimum of 6 hours required outside of class. Therefore, evidence of sincere and significant progress that reflects an investment of at least 10 hours a week is expected. _____

Students are expected to be dedicated and self-motivated. Design education must be supplemented with self-directed research. Therefore, students are expected to exercise critical thinking skills, edit, troubleshoot/problem solve, research, seek software tutorials when necessary, etc. on their own volition. _____

In order to be successful, students must understand that excellent design solutions are the product of diligent, intelligent process. Process cannot be rushed. An exceptional design may require 20 hours of hard work or 100. Either way, it is the responsibility of the designer to work until excellence is achieved. _____

Students are expected to be resourceful and exercise excellent time management skills. For example, it is unacceptable cite printing/technical issues. Students should begin printing with plenty of time to spare for unexpected problems. If a student needs to go to a print shop to print, they should. _____

If a student neglects to attend a class/meeting and/or arrives unprepared, the student is not allowed to "catch up" during office hours. Students must accept responsibility for tardiness/absences and failing to meet deadlines/objectives. _____

In this course, the professor will address you in a manner consistent to the way in which an art director/client will speak to a designer. Design, being an applied artistic discipline, requires more direct critique. Emotions are inappropriate in critiques. _____

A positive, professional attitude is required at all times. Similarly, students are expected to accept and follow constructive criticism. _____

Students must address their issues and concerns during class or make an appointment by email to meet with me. Time immediately before and after class is reserved for preparing for the next class. _____

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RULES FOR FORMAL CRITIQUES/PRESENTATIONS/EVALUATIONS

Presentations/critiques are to be taken seriously. You must present yourself and your work in an efficient, professional manner. When adequately prepared, presentations/critiques are invaluable arenas for criticism, debate, and advice.

• **NO EXCUSES.** Your work should be extensive, well-resolved, nicely printed, and meticulously presented. One should never make excuses of any kind during a presentation. It is unacceptable to cite technical/craft excuses. For example, it is unacceptable to say the following: *The color in this print is off. I had printing issues. I forgot to bring extra resumés. I accidentally cropped this poster too much. This didn't turn out the way I wanted.* Exercise time management skills. Make sure to print and prepare your work with time to spare to rectify technical and craft issues if necessary.

• **PRESENT TANGIBLE EVIDENCE.** It is unacceptable to ask the audience to imagine designs. One cannot critique theoretical ramblings. The following statements are unacceptable: *I was thinking of... I might redo... I haven't resolved... I'm still researching...* If you think a design needs to be pushed a bit more or constructed in an alternate way, do it and present it. Put up or shut up. _____

• **PRACTICE.** Practice your presentation at least five times before the real deal. Set a timer, present to an audience of critical friends, make brief note cards if necessary, think about the progression of your work, order of presentation, etc. This is your chance to share your work with others, present it to the best of your ability. Well-developed/-designed work requires no more than three sentences to introduce and explain. Nobody wants to listen to a stumbling/rambling presentation. _____

• **DRESS PROFESSIONALLY.** You want to present yourself as intelligent, creative, respectful, and employable. Flip-flops, t-shirts, jeans, etc. are all unacceptable. A full suit is going too far. Exercise discretion. _____

• **BE PROFESSIONAL.** Conduct yourself in a polite, professional manner. Make eye contact, stand up straight, and mind your manners. Graciously and sincerely accept criticism. Ask questions if necessary. If you disagree, do not argue, merely initiate respectful dialogue to better understand. Never huff, roll your eyes, argue, get defensive, etc. Make sure your cell phone is off, pay attention to all other presentations, etc. _____

BE PREPARED. Pack a bag with emergency tools and materials (e.g., tape, erasers, x-acto knife, etc.) for any last-minute mishaps. Bring extra pens and pencils for note-taking. _____

TAKE NOTES. If you can, take notes. If possible, have a classmate or two take notes for you and then return the favor. _____

Failure to observe any of these rules will negatively impact your grade. _____

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DATE _____

Student Name	ID	Reg Status	Level	Credits	Grade Detail
Cook, Lauren K.	917329807	**Web Registered**	Undergraduate-Semester System	3.000	
Runnion, Derrick J.	917311251	**Web Registered**	Undergraduate-Semester System	3.000	
Stone, Julie E.	917256243	**Web Registered**	Undergraduate-Semester System	3.000	

ART - 4406 - Prof Practice and Portfolio Development

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☒ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☒ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4406

Course Title* Prof Practice and Portfolio Development

Long Course Title Professional Practice and Portfolio Development

Course Type - DO
NOT EDIT*

Art

Catalog Course Description* Professional Portfolio. Students further refine development of professional portfolio, expanding conceptual content.

Prerequisites Prerequisites: 3 Hours completed of (ART 4400 or 4403 or 4404 or 4405 or 4408 or 4586) and 3 Hours completed of (ART 4400 or 4403 or 4404 or 4405 or 4408 or 4586) with a minimum grade of C and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0**Lab Hrs*** 6**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☒ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58247

New Syllabi



Prof Practice and Portfolio Development

ART-4406

Fall 20XX Section 01 3 Credits 08/XX/20XX to 12/XX/20XX Modified 12/27/2025

Description

Professional Portfolio. Students further refine development of professional portfolio, expanding conceptual content.

Requisites

Prerequisites:

Prerequisites: Prerequisites: 3 Hours completed of (ART 4400 or 4403 or 4404 or 4405 or 4408 or 4586) and 3 hours of (ART 4400 or 4403 or 4404 or 4405 or 4408 or 4586) with a minimum grade of C and admission to Bachelor of Fine Arts with a Major in Art, Graphic Design Corequisite:

Contact Information

Meeting Times

Materials

A mini-portfolio will be created that represents a personal and unique statement of each student's design strengths. This mini-portfolio must complement all personal brand and visual identity pieces developed throughout the journey through the graphic design program. Common professional practices and interviewing skills are discussed as well as technical print production, commercial paper and printing issues. During the course, students are expected to initiate employment applications for an professional internship or entry-level design position.

COURSE OBJECTIVES AND LEARNING OUTCOMES

After completing this course, students will be able to:

- Display the ability to create unique and personal solutions to self-promotion
- Demonstrate a knowledge of professional-level concept development
- Demonstrate ability to craft a unique presentation for a mini-portfolio to compliment a more comprehensive interview portfolio
- Display the ability to continue to improve earlier coursework to demonstrating a growing maturity as a designer
- Display the ability to incorporate a working knowledge of paper technology and commercial offset printing into design development
- Understand acceptable professional practices in the design industry as they apply to client communications and business procedures
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Demonstrate ability to apply classroom knowledge to methods of seeking professional employment within the Graphic Design profession.

✓ Evaluation

Criteria

Class Participation: 30% of the overall grade.

This includes attendance and active engagement/participation during:

- Lectures / demonstrations
- In-class and online/remote discussions
- In-class and online/remote assignments
- Quizzes
- Peer-to-peer reviews
- One-to-one sessions with instructor
- Sketchbook participation: Sketching daily

Projects: 50% of the overall grade

This course will include three (3) major projects that are designed to provide experiential learning of the design process, the various methods and techniques used during each phase, and how to apply fundamental design principles to solve creative problems. See section titled Project Grading Rubric for a breakdown of the project grading and detailed evaluation of student performance.

All major projects will be presented in class for in-progress and final critiques. Presentation and participation is required, and will count toward 30% of the project grade.

Final Exam: 20% of the overall grade

The final exam will be a written exam that will assess student knowledge and understanding of the content covered during lectures, readings, discussions and assignments. Students are expected to prepare for the final exam by taking notes during lectures, and also by completing the required readings and assignments throughout the course.

PROJECT GRADING RUBRIC

Note: The rubric provided in the syllabus is a general outline that serves as the base structure for evaluating student performance. Project-specific evaluation criteria will be added to the general rubric outlined below.

A (90-100%): Exceeds expectation / Professional level performance. Given the outcomes outlined in the syllabus, overall student performance is at a level above and beyond the expectations for the project, and even exhibits qualities that are near or at a professional level. All rules and guidelines have been followed when provided with them. Shows clear understanding of the design process and is able to manage time efficiently and effectively. The student has been extremely active and fully immersed in all activities related to the project, such as ideation sessions, peer reviews, lectures, demos, critiques and one-to-one sessions with the instructor. Thoughtfully considers feedback and advice from instructor and peers. Significant time was spent outside of class to push design concept(s) and technical skills further. All required deliverables for the project were delivered on time, showcasing exceptional visual, conceptual and intellectual qualities. The student is able to effectively communicate their ideas, process, concept(s) and design choices clearly with sound intellect and reasoning. The final design solution effectively solves the problem(s) and meets the objective(s) outlined at the beginning of the project. The design shows clear visual communication, making coherent typographic choices and showing strong cohesion throughout all components of the solution. Overall, the project feels fully developed without any major gaps. There may be opportunities for improvement, but the suggested revisions are minor.

B (80-89%): Meets expectation / Student level performance. Given the outcomes outlined in the syllabus, the student has met the performance expectations for the project, and shows potential for further development. Most if not all rules and guidelines have been followed when provided with them. Shows an understanding of the design process and is able to manage time efficiently. The student has been active in all activities related to the project. Time was spent outside of class to push design concept(s) and technical skills as far as possible, yet the final solution may still not feel fully developed. All required deliverables for the project were delivered on time, showcasing good visual, conceptual and intellectual qualities. The student is able to communicate their ideas, process, concept(s) and design choices clearly and in a coherent manner. With more time to revisit, evaluate and refine concept(s), improvement can be made to the final results to achieve a higher quality of work that both meets and exceeds expectations.

C (74-79%): Average / Amateur level performance. Given the outcomes outlined in the syllabus, the student performance is at an average level and has barely met the expectations for the project. The final solution/ concept(s) submitted for critique has an amateur-level quality, and shows high potential for further development. Most rules and guidelines have been followed when provided with them. Student shows some understanding of the design process, but needs to manage their time and activities more efficiently and effectively. The student has been active in activities related to the project, but does not seem fully engaged and/or participatory in these activities. Time may or may not be spent outside of class to further develop concepts, and the final solution shows the lack of time spent on making progress on the project. Deliverables for the project may or may not have been delivered on time, and the quality of the results may appear underdeveloped or rushed. Student may struggle with the communication of their process, ideas, concept(s) and design choices, but makes a valiant effort to try. With more time to revisit, evaluate and refine concept(s), significant improvement can be made to the final results to achieve a higher quality of work.

D (69-73%): Below average level performance. Given the outcomes outlined in the syllabus, the student performance is below the average level and has not met the expectations for the project. The final solution/concept(s) submitted for critique shows extremely high potential for further development, and it is strongly recommended that the student revisit the project. Critical rules and guidelines were missed or disregarded when provided with them. Student shows little understanding of the design process, and has not managed their creative process effectively. The student is not participating in all activities related to the project, and overall performance shows that activities critical to the project were missed and/or disregarded. Little time is spent outside of class to further develop concepts and make progress on the project. Required deliverables for the project have not have been delivered on time, and the quality of the results appear underdeveloped. Student may struggle with the communication of their process, ideas, concept(s) and design choices, and makes little effort to try. With much more time and effort, significant improvement can be made to the final results to achieve a higher quality of work.

F (0-68%): Poor performance. Given the outcomes outlined in the syllabus, the student performance is at a level that is unacceptable. When provided with rules and guidelines for the project, they were not considered and followed. Student is severely lacking in all areas of the design process, and is hardly active and participatory in all activities related to the project. Critical deliverables were not submitted on time, and were delivered far past the deadline provided at the beginning of the project.

Assignments

Schedule

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in some coursework

In this course, Gen AI tools are permitted in some coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases.

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

Course Policies and Resources

COURSE PROCEDURES

- Unless otherwise approved, all imagery you use in projects for this class must belong to you and/or be of your own creation.
- Extensive reading in the textbook, handouts, online assignments, and online viewing may be assigned. In some instances, some of this work may take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Plan your schedules accordingly.
- Each student is responsible for contributions to discussions based on the readings, viewing online content, and outside of class observations. Contributions to discussions will be graded on the criteria of thoroughness and depth of content and become part of each student's participation grade.
- Quizzes: There is potential for a graded quiz on all readings, assignments, and class discussions. There could be a quiz at any time, announced or unannounced.
- In-class use of phones, personal laptops, or headphones is only allowed with the instructor's permission.
- Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts and respecting class time.
- All graded assignments (i.e. not complete/incomplete) turned in late will have the grade reduced by 10 points for every day the assignment is late.
- All assignments assessed on a complete/incomplete basis will not be given credit if turned in after the deadline.

CLASS RULES

- *It is your responsibility to check your email and CourseDen every day.*
 - I recommend that you check it at least twice a day—in the morning and evening as any changes to the schedule or other announcements will be made via these methods.
 - If you miss information because you failed to check CourseDen/email, your negligence will negatively impact your grade.
- *Bring all tools/materials to class as instructed and make sure you have needed materials when working remotely.*
- *Do not interrupt the instructor while he is engaged in individual critique with another student; patiently wait your turn.*
- *Smelly and/or noisy foods are not allowed.*
 - Beverages should be in sealable containers. No food or drink is to be consumed around computers, other equipment, or near students' design work.
- ***Backup your work to multiple places at least once a day:***
 - USB drives, external drives, cloud drives (e.g. Google), etc.
- *Graphic design classrooms and labs are shared with other classes.*
 - Clean up after yourself, put all tools/supplies away, and clean off your computer desktop.
- *Students are not allowed to use the studios while they are in use by another class unless you have permission from the instructor of that class.*
- *Do not leave files on computer desktops and expect that they will still be there when you return.*

- **Always backup work before leaving the lab.**
- Get in the practice of periodically saving completed files to multiple USB drives, external hard drives, and/or cloud storage for extra security.
- *In the graphic design studios, you are only allowed to print out things directly related to graphic design assignments.*
 - Do NOT print out research papers for other classes or anything else not related to graphic design coursework.
- *When you leave the lab, make sure the lab is secure and the doors are closed.*
- *The print lab is an awesome resource and is not to be abused.*
 - Students are expected to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing.
 - Do small test prints with the cheaper printer in Humanities 207.
 - Do not engage in wasteful printing habits.

FINAL DELIVERABLES

- *All assignments should be submitted as instructed in the project sheet.*
 - This will include uploading PDFs, JPGs, etc. to the appropriate assignment on CourseDen.
- *You may be asked to upload to CourseDen and/or a Google Drive a portfolio of your final work at the end of the semester.*

ATTENDANCE POLICY

This is a performance-based class and interaction with peers and the professor cannot be duplicated outside of class. Regular class participation and continuous faculty evaluation are crucial elements of the learning process. One cannot participate or receive feedback on one's work if one is absent. Attendance is mandatory. If you are absent, it is your responsibility to acquire any material that you have missed, not the professors'. Unexcused absences of more than three will result in a FINAL GRADE reduction. The following is the UNEXCUSED absence—point/grade reduction system:

4 unexcused absences= NO penalty

5 unexcused absences= MINUS one letter grade

6 unexcused absences= MINUS two letter grades

7 unexcused absences= MINUS three letter grades

An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes; therefore, 7+ TOTAL ABSENCES (EXCUSED AND/OR UNEXCUSED) = FAILURE.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- [UWG's Guidance on Face Coverings \(https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php\)](https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- [Centers for Disease Control and Prevention FAQ \(https://www.cdc.gov/coronavirus/2019-ncov/faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health \(https://dph.georgia.gov/\)](https://dph.georgia.gov/)

Additional Items

Old Syllabi

ART 4406: GRAPHIC DESIGN VI

Course Objective:

Professional Portfolio. Students further refine development of professional portfolio, expanding conceptual content. A mini-portfolio will be created that represents a personal and unique statement of each student's design strengths. This mini-portfolio must complement all personal identity pieces developed in Graphic Design V. Common professional practices and interviewing skills are discussed as well as technical print production, commercial paper and printing issues. During the course, students are expected to initiate employment applications for an professional internship or entry-level design position.

Class Procedures:

Class meets on Tuesdays and Thursdays from 8:00-10:45am in either classroom 230 or lab room 207. The course will be a combination of discussion, lecture and studio time, with Project assignments throughout the semester. For each class, you will be required to complete sections of each larger Project assignment in a progressive manner and upon approval, the complete final project will be mounted on black presentation board as specified. Arriving prepared each day of class is crucial to your success in this course.

Learning Outcomes:

After completing this course, students will be able to:

- Display the ability to create unique and personal solutions to self-promotion, including concepting of a sequential mini-portfolio based on professional portfolio developed in Graphic Design V.
- Demonstrate a knowledge of professional-level concept development
- Demonstrate ability to craft a unique presentation for a mini-portfolio to compliment a more comprehensive interview portfolio
- Display the ability to continue to improve earlier coursework to demonstrating a growing maturity as a designer
- Display the ability to incorporate a working knowledge of paper technology and commercial offset printing into design development
- Understand acceptable professional practices in the design industry as they apply to client communications and business procedures
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Demonstrate ability to apply classroom knowledge to methods of seeking professional employment within the Graphic Design profession.

Evaluation:

The student will be graded using the following criteria:

Daily grades=25%

Project Grades=75%

Daily grades:25%

Each class day you will receive either 1 or a 0 points depending on your:

- preparedness (arriving with the correct materials to work during class)
- out-of-class work / all assignments due and
- work ethic and professional behavior during class
(i.e.: how well you apply yourself during class to the assigned task)

This is a black and white point system- **either all or none!** For example, if you have been asked to bring in 5 sketches and you arrive in class with 4, you will not earn your daily point for that day. Also, if you have been asked to work on a project during class and do not approach this task seriously and in a professional manner, you will not earn your daily point grade that day.

Your overall work habits, classroom participation, attendance, professional attitude and willingness to accept constructive criticism will be taken into consideration in an entirely subjective manner when assigning your final grade.

Project Grades: 70%

Project grades will be determined by:

1. 5 pts.: Professionalism and working with an Art Director: creative teamwork, energetic trial and error, working with suggestions, polite behavior
2. 5 pts.: Design development: consistent daily work for individual desk critiques and creative solutions
3. 5 pts.: Creative solutions to assigned problem, taking the task "a step further"
4. 5 pts.: Craft and attention to beautiful detail, impeccable professional presentation

Scale:

20-19: A
18-17: B
16-14: C
14-13: D
13-below: F

Attendance:

Each student may miss class ONLY THREE TIMES with no penalty, excused or unexcused. Thereafter, for each day absent, points will be subtracted from your final grade. 5 or more absences may result in your being withdrawn from the class with either a W or a WF.

- **You are responsible for any material missed due to an absence.** Be in touch with one of your classmates to get this information BEFORE you arrive at the next class. Do not ask your classmates to catch you up on the previous class during class. **Do not ask me to catch you up or use your absence as an excuse for not being caught up.**
- You are considered late after fifteen minutes after roll is taken. (Three lates=one absence), thereafter you are considered absent. If you leave class **before** class is dismissed, you will be counted absent.
- Professional behavior dictates that you communicate with me concerning the reason(s) for your absence. Otherwise, I will probably think the worst (just skipping out.)
- If there are special circumstances, it is your responsibility to inform me.
- It is strongly recommended that you reserve your 3 absences for unexpected and unavoidable health issues or a serious emergency.

Class Communication:

Outside of class communication will take place over our class blog.

That address is: uwggraphicdesignfall08.blogspot.com

You must develop the habit of checking the blog regularly for updates. Your daily assignments will be posted there. The postings that pertain to you will be labeled "Intro" in some way.

• **NOT checking the blog is NOT an acceptable excuse for not knowing what is going on in the class at all times and can impact your Daily Grade!**

Office Hours:

I will normally be in my office (Rm 219) by appointment after 5:30pm on Tuesdays and Thursdays if you need to speak to me outside of class. It is always advisable to make an appointment to meet with me even during that time if you want to be sure I'll be there. (During that time I may be running errands around the building and might be hard to find.)

The best way to get in touch with me outside of class is by e-mail:
jhannaford@comcast.net

Textbook:

Building Design Portfolios: Innovative Concepts For Presenting Your Work, Sara Eisenman
This is around \$17 on Amazon. If you order from Amazon, be sure the shipping time is reasonable {a week

and a half at most.}

Supplies:

You are required to purchase the following supplies for this course and have them with you in each class:

Tracing paper pad, 11" x 14" at least 25#

Lots of #2 pencils & sharpener or Mechanical pencil with .05mm leads

1 roll of 1" white artists tape

Exacto knife + blades

12" printer's gauge, metal or any metal rule that has pica and inch measurement increments

Sharpies and large & small black markers

kneaded eraser

Throughout the semester, you will be asked to purchase other supplies as each project dictates. Each final project will be required to be mounted on black presentation board or foam core using Double Tack sheets. You may wish to stock up on these items or buy as you need them. I would caution you, however, that supplies of these at the local stores often run low when you most need them (in other words, when everyone else is trying to buy them at the same time.)

Printing:

Our class will have limited access to a printer in the Photo Dept. for printouts until we can get the Graphics lab up and running, but you must supply your own paper.

For this class you will need at least one box of 100 sheets:

13" x 19" Epson Photo Quality Presentation Paper Matte - bright white coated paper, 4.9mil - 102gsm - 90 ISO Brightness - 90% Opacity - matte finish - pigment or dye ink.

I use Atlex.com to buy my own personal paper and have found the prices to be good, but you are invited to shop around for the best price. It's on their web site is:

http://www.atlex.com/epson_photo_paper.htm

A box of 100 sheets is \$23.99 & product number is SO 41069 at Atlex. I recommend you buy a minimum of one box of 100. Some of you might want to go in together and place a single bulk order to save on shipping costs.

So the rules for using the printers are:

- 1. use only during class time with instructor supervision unless you receive other permission**
- 2. only print class assignments (NOTHING PERSONAL OR FOR OTHER CLASSES!!!)**
- 3. carefully review your files before printing to avoid wasting very expensive ink (and your paper)**
- 4. ALWAYS keep print room neat--clean up after yourself**
- 5. don't abuse your privileges or it could go away for everybody!**

PRINTING PERSONAL ITEMS OR ITEMS FOR OTHER CLASSES USING THE EQUIPMENT IN THE PHOTO OR GRAPHICS LAB, MAY RESULT IN YOUR REMOVAL FROM THE CLASS.

Bring to class on EVERY class period:

tracing paper, pencils, artists tape, kneaded eraser, metal straight edge

- Week 1:** Introduction to course, discussion of job search techniques & awareness of market opportunities
- Week 2:** Begin development of sequential mini-portfolio
- Week 3:** Discussion of commercial paper manufacturing and its application to professional design practice
- Week 4:** Field trip to commercial offset printer and/or paper distributor.
- Week 5:** Continue design of mini-portfolio utilizing personal identity design. Further review of layout/design/content
- Week 6:** Examination of approaches to creative use of materials for mini-portfolio and leave-behinds.
- Week 7:** Mid-term review of all pieces. Class critique.
- Week 8:** Work on refinement of leave-behinds and mini-portfolio.
- Week 9:** Work on refinement of leave-behinds and mini-portfolio.
- Week 10:** Work on creation of several pieces of unique letterpress printed pieces for inclusion in portfolio package, such as business cards, series of greeting cards or other developed concept for self- promotion.
- Week 11:** Field trip to professional design studio. Discussion of job search techniques.
- Week 12:** Work on creation of several pieces of unique letterpress printed pieces for inclusion in portfolio package, such as business cards, series of greeting cards or other developed concept for self-promotion.
- Week 13:** Personal website due live online for review. Preliminary mini-portfolio due to turn in.
- Week 14:** Final review of refinement of potential portfolio pieces and mini-portfolio. Final review of resume layout/design/content
- Week 15:** Review for final portfolio exhibition

PROFILE OF STUDENT BEHAVIOR, PERFORMANCE AND CORRESPONDING GENERAL GRADE CATEGORY IN GRAPHIC DESIGN AT UWG:

Note: It is recommended that students aspiring to a grade of "A" or "B" confer with the instructor.

"A" GRADE: OUTSTANDING

A student deserving a grade of "A" exhibits most or all of the following characteristics:

- is almost never absent, and when absent, communicates with the instructor as to the reason and any make-up requirements
- when absent, communicates with classmates to be sure to keep up with missed material
- often arrives early for class and often stays late.
- is always prepared for class
- does considerable work outside of class as well as in class
- pays attention, takes notes, asks questions, and knows what is going on in class
- completes work on time, and frequently produces more than one version of the assignment
- does outside research when necessary
- always experiments with various approaches to the assignments and always improves on weak projects until results are at least superior and usually outstanding
- is highly motivated to learn, and displays enthusiasm for their work
- seeks extra instruction when needed, but is capable of initiating and developing their own ideas
- understands the relationship between projects and accumulates and applies knowledge gained in previous projects in succeeding projects
- achieves consistently outstanding results through persistent hard work and determination

An "A" student's overall effort and result in generally outstanding.

"B" GRADE: SUPERIOR

A student deserving a grade of "B" exhibits most or all of the following characteristics:

- misses few classes and when absent, communicates with the instructor as to the reason and any make-up requirements
- when absent, communicates with classmates to be sure to keep up with missed material
- arrives on time or early, sometimes stays late
- is prepared for class
- does considerable work outside of class as well as in class
- pays attention, takes notes, asks questions, and knows what is going on in class
- usually completes work on time, and often improves on weak projects
- is motivated to learn and displays interest in subject beyond merely passing the course
- attempts to understand relationships between projects, and is able to accumulate and apply knowledge acquired in previous projects in succeeding projects
- seeks extra instruction when needed, but is capable of initiating and developing their own ideas
- experiments with different approaches and produces more than one effort on many projects
- accomplishes superior results through persistent hard work

An "B" student's overall effort and result in generally superior.

"C" GRADE: SATISFACTORY

A student deserving a grade of "C" exhibits many or all of the following characteristics:

- has an adequate, yet undistinguished attendance record
- is usually on time, stays late only when pressured
- often does not apply sufficient effort to accomplish superior results, but is content with merely getting by
- seldom improves on weak projects
- sometimes is confused about assignments because of absence or inattention
- often expects the instructor to tell them exactly what to do, and lacks the experience or initiative to experiment or think for themselves
- displays little interest in the subject beyond completing the work well enough to get by
- expects to be coerced into applying full effort, weakly motivated to learn

An "C" student's overall effort and result in generally adequate yet undistinguished.

“D” GRADE OR LOWER: UNSATISFACTORY

A student deserving a grade of “D” or lower exhibits many or all of the following characteristics:

- often absent
- comes to class late, leaves early, seldom works in class, spends class time talking, rarely pays attention, doesn’t take notes
- doesn’t know what is going on in class because of poor attendance and inattention
- lacks self-motivation, initiative, and effective work habits
- expects to be coerced into learning
- often is not prepared for class
- rarely has work completed on time, often has no work to show at all and is several projects behind
- usually does not complete all projects and either stops coming to class altogether or fails the final critique

A “D” or lower student’s overall effort and result are generally inadequate and unacceptable.

“W” WITHDRAWAL-PASSING

A student may request a “W” grade for any reason, any time, up to the deadline set by admissions. A “W” will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“WF” WITHDRAWAL-FAILING

A student will be given a “WF” grade for any reason, any time after the last deadline for Withdrawal determined by the Registrar. A “WF” will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“I” INCOMPLETE

This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the inability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date. The student must be in good standing in the course prior to the event causing the request for an Incomplete.

ART - 4586 - Internship

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of Education course? *

☐ Yes

☒ No

Is this a Department of Mass Communications course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4586

Course Title* Internship

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course Description* Students will secure a position with a company for field experience. Academic component includes written reports and/or visual presentations. Permission of the department is required. May be repeated up to 15 Credit hours

Prerequisites

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

209

Lab Hrs* 6**Credit Hrs*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☒ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

Justification and Assessment

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

Rationale* We are updating the course credit hours to eliminate the confusion that students have in entering the number of credit hours that they are signing up for.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

Syllabus* ☐ I have attached the syllabus.
☒ N/A

Resources and Funding

210

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected 18
Annual Enrollment*

Are you making ☐ Yes
changes to the special ☒ No
fees or tuition that is
required for this
course?*

If yes, what will the N/A
fee be? If no, please
list N/A.*

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58249

ART - 4605 - Advanced Painting

2026-2027 Undergraduate Revise Course Request

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☒ Credit Hours
- ☒ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4605

Course Title* Advanced Painting

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course Description* An advanced level course exploring visual expression in painting. This course is repeatable for up to 15 credit hours.

Prerequisites Prerequisite: 3 Credit hours in: (ART 3602 or ART 3605 or ART 4603 or ART 4604) and (ART 3602 or ART 3605 or ART 4603 or ART 4604) with a minimum grade of C

Corequisites

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

2

Grading*

Undergraduate Standard
Letter

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

214

Lab Hrs* 6.0**Credit Hrs*** 3.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☒ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15

Justification and Assessment

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

- Demonstrate advanced technical proficiency in painting.
- Demonstrate an informed understanding of historical, modern, and contemporary painting practices.
- Demonstrate the ability to develop and refine a sustained, conceptually driven body of work.
- Demonstrate advanced levels of critical thinking, aesthetic judgment, and disciplinary vocabulary through a variety of activities.
- Demonstrate the capacity for independent studio practice, including self-directed research, project planning, iterative experimentation, and professional-level presentation of finished work.

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Painting, curriculum (structure) and subsequent courses (ART 4605, 3601, 3602, 3605, 4603, 4604) require the following adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues)
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Are you making changes to the special fees or tuition that is required for this course?*
☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58252

New Syllabi

Advanced Painting

ART-4605

Fall 2025 Section 02 3 Credits 08/13/2025 to 12/12/2025 Modified 06/08/2025

Description

An advanced level course exploring visual expression in painting. This course is repeatable for up to 15 credit hours.

Requisites

Prerequisite: Prerequisite: 3 Credit hours in: (ART 3602 or ART 3605 or ART 4603 or ART 4604) and (ART 3602 or ART 3605 or ART 4603 or ART 4604) with a minimum grade of C

Contact Information

Meeting Times

Materials

Materials will vary based on the projects you create. General supplies are available in the studio including paints, canvas, paper, and encaustic materials.

Outcomes

Students will:

- Demonstrate advanced technical proficiency in painting.
- Demonstrate an informed understanding of historical, modern, and contemporary painting practices.
- Demonstrate the ability to develop and refine a sustained, conceptually driven body of work.
- Demonstrate advanced levels of critical thinking, aesthetic judgment, and disciplinary vocabulary through a variety of activities.
- Demonstrate the capacity for independent studio practice, including self-directed research, project planning, iterative experimentation, and professional-level presentation of finished work.

Evaluation

Assignments and grades

All work is to be turned in on the Course Den assignment tabs created by Professor Horne. Please read the directions carefully for each assignment.. Rubrics are created based on each assignment's requirements.

All images of artwork turned in on the Course Den should be uploaded using these instructions. Not doing so will result in the artwork not being graded.

- As jpeg files (be sure to have the iphone turned to "most compatible" not HEIC files)
- Named as follows: name_titleofart_size.jpeg (example: JHORNE_UNTETHERED_20x30.jpeg)
- Images should be taken on a clean surface with excellent lighting, cropped and facing the correct direction when uploaded

SERIES OF RELATED COHESIVE WORK (65% of grade)

- **Minimum five major pieces**
- Minimum 10 small scale works – experimental, divergent, exploratory, and resolved
- Proposal presentation
- Artist Statement

- Additional assignments will be given according to the individual needs of students.

PROFESSIONAL ENGAGEMENT: (35% of grade)

- Documentation of all research and creative work via a continuous slide narrative, journaled documentation
- Time log
- Critiques and participation in critiques
- Work ethic
- Maintaining your shared studio space in a professional manner
- Communication
- Presentations
- Attendance
- Punctuality
- Collegiality
- Dedication
- Other related professional activity
- Submission to at least 1 juried show

Critiques:

Individual critiques will be ongoing. Formal critique dates are TBD

Missed assignments/portfolio submissions/ critiques:

- Late submissions will receive a reduced grade AND will not be accepted after 24 hours.
- Missed critiques – mid-terms and final: and portfolio submission – drop in grade by two grades, plus a grade per day.

CRITERIA

Course Description: In this Advanced Painting class, you will choose an area of focus to explore, experience, experiment, inquire about, research, and create to develop a cohesive body of artwork. Emphasis will be placed on strengthening your studio practice, visual language, conceptual focus, and understanding and deepening the creative process while working with traditional and/or non-traditional materials and processes that pertain to your voice and the content of your work. You will question and expand your definition of the role of art as it pertains to your lives, your audience- and the human mind, body, and heart, in its varied private, public, cultural, and social conditions. You will investigate how your work might be situated within a historic lineage and its contemporary relevance. Emphasis is placed on the investigation of visual solutions to self-selected concepts and expanding your understanding of the relationship between materials, aesthetics, and concepts. You will propose an area of focus in consultation with your instructor. In addition to portfolio development, professional development will also be stressed: along with studio discipline, participation in the activities of the Department of Art and involvement with the art community are crucial to your maturation as a professional artist.

For each 3 credit hours you are taking this class you are expected to work a minimum of 6 hours outside of class on your coursework. If you are taking this class for 6 credit hours you are expected to define the work completed for each set of 3 credit hours. For the second set of 3 credit hours, you are expected to work

additional 12 hours per week. You will keep a **log of your time** to document your working practice. The log is in your packet to turn in at the end of the semester.

Type	Weight	Topic	Notes
SERIES OF RELATED COHESIVE WORK	65%		• Minimum five major pieces • Minimum 10 small scale works – experimental, divergent, exploratory, and resolved • Proposal presentation • Artist Statement • Additional assignments will be given according to the individual needs of students.
PROFESSIONAL ENGAGEMENT	35%		• Documentation of all research and creative work via a continuous slide narrative, journaled documentation • Time log • Critiques and participation in critiques • Work ethic • Maintaining your shared studio space in a professional manner • Communication • Presentations • Attendance • Punctuality • Collegiality • Dedication • Other related professional activity

Types of evaluations and related weights

Assignments

This course is self directed with instruction given week 1 on outline for the semester

Schedule

Aug 13	Fall (non-eCore) classes begin
Aug 13-19	Open Drop and Add period
Aug 19	Open Drop and Add period (non-eCore) ends at 11:59 pm

Aug 20	Withdrawal "W" period begins for Full Term (non-eCore) 16 week courses . Students who withdraw from a Full Term (non-eCore) class between August 20th and October 7th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.
Aug 20	Last day to apply for Tuition Differential Waivers for Fall 2025. The waiver application and all supporting documents must be received in the Registrar's Office by 5:00 pm.
TBD	Scheduled Fee Payment Deadline. Please see the Office of Student Accounts and Billing Services (https://www.westga.edu/student-services/studentaccounts/index.php) website for additional information.
Aug 30	No Saturday classes
Sep 1	Labor Day Holiday; no classes, offices closed
Sep 2	Last day to Petition for In-State Tuition Status for Fall Semester
Oct 1	Last day to apply for Spring Graduation
Oct 2-3	Fall Break; no classes, offices open
Oct 4	No Saturday classes
Oct 7	Last day to withdraw with a grade of W from Full Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 20th and October 7th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.
Oct 30	Registration for Spring Semester 2026 begins for new and currently enrolled graduate students, and currently enrolled undergraduate seniors.
Nov 22	No Saturday classes
Nov 24-28	Thanksgiving holidays; no classes, offices closed 27th and 28th
Dec 5	Fall Classes end
Dec 6-12	Final Examinations. See Exam Schedule for details.

* Course Policies and Resources

Code of Ethics Statement for Studio Classroom Settings

1. Respectful Communication: All interactions within the studio classroom setting should be conducted with respect and professionalism.
2. Maintaining a Safe Environment: Creating a safe and inclusive environment is paramount. Harassment of any kind, bullying, discrimination, or intimidation will not be tolerated. This includes but is not limited to, sexual advances, inappropriate comments, gestures, or actions.
3. Professional Conduct: Students are expected to uphold high standards of professional conduct. This includes being punctual, prepared, and actively constructively participating in studio activities.
4. Conflict Resolution: In the event of a disagreement or conflict, it is essential to address the issue calmly and respectfully. If needed, students are encouraged to seek mediation or assistance from the right channels.
5. Reporting Violations: Any violations of this code of ethics should be promptly reported to the designated authority, such as the school's Title IX officer. Reports will be thoroughly investigated, and appropriate actions will be taken to address the situation and ensure a safe and supportive learning environment for all students and faculty.

Adhering to these ethical principles can foster a studio classroom environment that promotes creativity, collaboration, and mutual respect among all participants.

Attendance policy:

- Attendance will be taken at the beginning of each class. Anyone who arrives after that time will be considered late.
- Two "lates" or leaving early will equal an absence.
- If you are excessively late, or come unprepared for class – come without the required materials, or have not completed the preparation homework assignment you will be considered absent.
- Inattention and lack of focus on the class assignment will be considered disruptive behavior and you may be asked to leave, thereby receiving an absence for that class period
- You will be allowed **three** absences. If you are marked absent a fourth time, your grade could be affected.

Studio management:

- No food is permitted in the working studio area.
- No alcoholic beverages
- Follow safety guidelines for hazardous material
- Please use headphones while listening to music.
- Students must pick up all trash paper and other items from the studio at the end of their studio session and arrange studio furniture as required



Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in the following coursework: image creation for paintings.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information

on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_query=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_query=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Mental Health Support

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

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

Additional Items

Old Syllabi

ART 4605 Advanced Painting: Class Meeting: TT 11am – 1:45pm

Professor Eilis Crean / Office: Humanities 319 /

Phone 678 8394954/E-mail ecrean@westga.edu

Office Room 325 / hours: Friday 9am-5pm, and by appointment,

Recommended reading:

Look: Art History and Critical Theory by Anne D'Alleva

Painting as a Language: Materials, Technique, Form, Content by Jean Robertson and Craig

McDaniel: Harcourt College Publishers, ISBN 0-15-505600-X

Themes in Contemporary Art by Gll Perry and Paul Wood

Themes of Contemporary Art by Jean Robertson and Craig McDaniel

The Practical Handbook for the Emerging Artist, by Margaret R. Lazzari

Periodicals: refer to list in hand out

Painting as Language: Materials, Technique, Form, Content, Jean Robertson, Craig McDaniel - ISBN 0-15-505600-X

The Artist's Handbook of Materials and Techniques, Ralph Mayer – ISBN 0-670-83701-6

Berger, John, *Ways of Seeing*. Penguin

Art in America, New American Painting, Art Papers, Modern Painters, Art Forum;

ArtSpace.com

Hyperallergic: <https://hyperallergic.com/>

Burnaway: http://burnaway.org/?utm_source=BURNAWAY+List&utm_campaign=fce60b8204-TDL%3A+7%2F31%2F2017&utm_medium=email&utm_term=0_2908907202-fce60b8204-407650589

Joanne Mattera - Marketing Mondays: <http://joannemattera.blogspot.com/>

Required Readings:

Class Handouts

3. Supply List:

As for the introductory and intermediate drawing and painting classes and additional materials appropriate to your creative research.

4. Course description:

In the Advanced Painting class, you will choose an area of focus to explore, experience, experiment, inquire, research, and create for the purpose of developing a cohesive body of artwork. Emphasis will be placed on strengthening your studio practice, visual language, conceptual focus, and understanding and deepening the creative process while working with traditional and/or non-traditional materials and processes that pertain to your voice and the content of your work. You will question and expand your definition of the role of art as it pertains to your lives, your audience- and the human mind, body, heart, in its varied private, public, cultural and social conditions. You will investigate how your work might be situated within a historic lineage and its contemporary relevance. Emphasis is placed on the investigation of visual solutions to self-selected concepts, and expanding your understanding of the relationship between materials, aesthetics and concepts. You will propose an area of focus in consultation with your instructor. In addition to portfolio development, professional development will also be stressed: along with studio discipline, participation in the activities of the Department of Art and involvement with the art community is crucial to your maturation as a professional artist.

For each 3 credit hours you are taking this class for you are expected to work a minimum of 6 hours outside of class on your course work. If you are taking this class for 6 credit hours you are expected to define the work that you do for each set of 3 credit hours. For the second set of 3 credit hours you are expected to work additional 12 hours per week. You will keep a log of your time, and will document your working practice via a blog.

5. Learning outcomes:

- Strengthening of your studio practice with respect to research processes and self-directed work
- Development of two series of painting inquiries – one major, and a second supporting series – and understanding how correlations between each series can support and energize your creative research
- Increase your knowledge of historical and contemporary painting that pertains to your individual line of inquiry
- Become aware of the varied opportunities for painting within professional contexts
- Strengthen your writing practice in relation to your work, which will lead to an artist statement contextualizing your work within a historical lineage and the contemporary world
- Examine the technical/material, aesthetic, expressive, symbolic, contextual and theoretical implications of your work
- Keep a weekly studio research blog documenting your research and studio practice
- Create a professional digital portfolio
- Create a portfolio/body of work exhibition/presentation
- Seek and create opportunities for exhibition venues for your work, on and off campus
- Develop work for BFA thesis exhibition (capstone students) and senior portfolio (junior review students)
- Develop professional skills as it pertains to visual art practices.

Assignments and grades

- TWO SERIES of RELATED COHESIVE WORK 55%
 - Minimum five major pieces
 - Minimum 15 small scale work – experimental, divergent, exploratory, and resolved
- Proposal presentation
- Research assignments
- Artist Statement
- Additional assignments will be given according to individual needs of students.

Professional engagement: 45% (Any one item missing from this list may result in a failing grade for this portion of your grade)

- Documentation of all research and creative work via a weekly blog
- Time log and time management
- Digital portfolio
- Critiques and participation
- Work ethic
- Studio maintenance
- Communication
- Presentations
- Attendance
- Punctuality
- Collegiality
- Dedication
- Other related professional activity

Critiques:

Individual critiques will be on-going. See schedule for formal critique dates

Grading:

See grading rubric handout

Missed assignments/portfolio submissions/ critiques:

- Late submissions will receive a reduced grade AND will not be accepted after 24 hours.
- Missed critiques – mid- terms and final: and portfolio submission – drop in grade by two grades, plus a grade per day.
- Extra credit – will be given only to students who have submitted 100% of their course work and if the additional work shows progress beyond the course work.

Attendance policy:

- Attendance will be taken at the beginning of each class. Anyone who arrives after that time will be considered late.
- Two “lates” or leaving early will equal an absence.
- If you are excessively late, or come unprepared for class – come without the required materials, have not completed the preparation homework assignment you will be considered absent.
- Inattention and lack of focus on the class assignment will be considered disruptive behavior and you may be asked to leave, thereby receiving an absent for that class period
- You will be allowed three absences. If you are marked absent a fourth time, your grade will be lowered one full letter grade. If you accumulate six absences, you will receive an F grade and you may be dropped from the class.
-

Studio management and ethics:

- No food is permitted in the studio area
- No alcoholic beverages
- Follow safety guidelines for hazardous material
- Lock studio when you are leaving

Studio Environment

Safety is paramount - follow all safety directions and be vigilant

You will be expected to arrive to class each day on time and work earnestly for the complete session.

Music may be played during class but only in the understanding that if it causes a problem for any member of the class that it be turned down or off.

Discussion during class time should be about ideas, materials, and issues relating to this class.

Ask questions, **collaborate, and focus on your work.**

Read all class handouts and texts – make glossaries from each handout – new terms, concepts, artists, ideas, research, responses.

Make legible notes in response to all class handouts.

This is a shared space – be respectful of how you use it so that your actions or impact does not impede other students’ use of the space – put your work away and tidy after you.

- **Security issues:**

If you are working late, let someone know you are there and what time you intend to leave. Do not hesitate to request the escort of an officer late at night to your car – call 678 839 6000 – state that it is not an emergency but that you would like to request an escort. Be patient and polite. Take care and time to ensure studio safety.

RIGHT TO KNOW SAFETY TRAINING COURSE

All students are required to take the BOR online **Right-To-Know Basic Awareness Training Module** and **Chemical Specific Training Module**

Email communication: Use your “my.westga” email account for all email communication related to this course. Check your email daily for communication regarding this class.

We will use google drive for collaborative and shared projects and research – such documents will be established by the instructor and open for content changes according to the parameters of the given assignment.

- **DOA Course Fees for Studio Art Courses:**

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled Art studio-based courses within the Department of Art.

The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these courses is based on student success, as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribute of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.
3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may have need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In specific courses the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in specific course with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within specific field. Select materials are provided in specific course, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

ART - 4805 - Advanced Printmaking

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of Education course? *

☐ Yes

☒ No

Is this a Department of Mass Communications course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4805

Course Title* Advanced Printmaking

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

Advanced Printmaking focuses on refining personal aesthetic and technical skills in any of the printmaking methods or combination of methods, traditional or experimental. Students move beyond basics to explore complex techniques and conceptual depth, discuss issues in contemporary printmaking and investigate professional practices, produce a cohesive portfolio and artist statement. May be repeated up to 15 credit hours.

Prerequisites

Prerequisite: ART 3801 with a minimum grade of C and ART 3802 with a minimum grade of C and ART 4803 with a minimum grade of C and ART 4804 with a minimum grade of C

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0**Lab Hrs*** 6.0**Credit Hrs*** 3.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☒ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 15 credit hours

Justification and Assessment

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

Rationale* This course has been modified in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD. Modifying the course description more accurately reflects the courses covered content. Modifying the course's credit hours reflects the standard Lecture, Lab, Credit hours designated for this class, and reduces the confusion that has periodically occurred in having the course designated as a variable credit hour course.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58261

New Syllabus



Advanced Printmaking

ART-4805

Spring 2026 Section 01 3 Credits 01/10/2026 to 05/12/2026 Modified 10/28/2025

Description

Advanced Printmaking focuses on refining personal aesthetic and technical skills in any of the printmaking methods or combination of methods, traditional or experimental. Students move beyond basics to explore complex techniques and conceptual depth, discuss issues in contemporary printmaking and investigate professional practices, produce a cohesive portfolio and artist statement. May be repeated up to 15 credit hours.

Requisites

Prerequisites:

ART 3801 Minimum Grade: C and ART 3802 Minimum Grade: C and ART 4803 Minimum Grade: C and ART 4804 Minimum Grade: C

Corequisites:

Contact Information

Stephanie Smith

Email: sjsmith@westga.edu

Office: VAB 134 Printmaking Studio

Phone: 678-839-4950

Office Hours

MON & WED 10am-12pm and on Fridays by appointment

Meeting Times

Monday & Wednesday 12:00-2:45 PM

VAB Printmaking Studio

Materials

Materials List: supplies and materials will be determined by your individual projects. Here are some general suggestions.

Product links are provided as examples. You can purchase from any business or the UWG Bookstore.

GENERAL MATERIALS

- Pencils, erasers, etc
- Masking tape
- [Glue stick \(https://www.dickblick.com/items/23822-0030/\)](https://www.dickblick.com/items/23822-0030/)
- brushes
- Xacto Knife & blades
- BLACK SHARPIE markers
- Sketchbook (technical journal)
- Tracing paper, 9x12
- Tool box to hold supplies

SAFETY-The studio does not provide gloves- you must have gloves in order to safely work in studio

- *Disposable surgical gloves or kitchen gloves (for ink)- get a box or pack of 50+ [example1 \(https://www.cvs.com/shop/cvs-health-durable-nitrile-exam-gloves-50ct-prodid-1740070\)](https://www.cvs.com/shop/cvs-health-durable-nitrile-exam-gloves-50ct-prodid-1740070), [example2 \(https://www.walmart.com/ip/L-XTREME-X3-POWDER-FREE-TEXTURED-BLUE-NITRILE/157990851?selected=true\)](https://www.walmart.com/ip/L-XTREME-X3-POWDER-FREE-TEXTURED-BLUE-NITRILE/157990851?selected=true), [example3 \(https://www.amazon.com/Disposable-Nitrile-Gloves-Powder-Rubber/dp/B08CS953PP/ref=sr_1_114_sspa?dchild=1&keywords=nitrile+gloves&qid=1596131878&sr=8-114-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFNQTRMT1YyVldNRkQmZW5jcnlwdGVkSWO9QTA3ODU1MzIzMEkzOTg5WEtDTDISJmVuY3J5cHRlZEFkSWO9QTA0NTMxMzkyMFM1SU83REISWUNRjndpZGldE5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGlyZWNOJmRvTm90TG9nO2xpY2s9dHJ1ZQ==\)](https://www.amazon.com/Disposable-Nitrile-Gloves-Powder-Rubber/dp/B08CS953PP/ref=sr_1_114_sspa?dchild=1&keywords=nitrile+gloves&qid=1596131878&sr=8-114-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFNQTRMT1YyVldNRkQmZW5jcnlwdGVkSWO9QTA3ODU1MzIzMEkzOTg5WEtDTDISJmVuY3J5cHRlZEFkSWO9QTA0NTMxMzkyMFM1SU83REISWUNRjndpZGldE5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGlyZWNOJmRvTm90TG9nO2xpY2s9dHJ1ZQ==)
- Baby wipes (for quick clean up)
- *Apron

PRINTING PAPERS:

Intaglio: Rives BFK, Hannamule Copperplate, Sommerset Satin, Fabriano Rosapina

Relief: Stonehenge, Rives BFK Sommerset Satin, [Mulberry \(https://www.dickblick.com/items/10410-1005/\)](https://www.dickblick.com/items/10410-1005/), *[Thai Kozo \(https://www.dickblick.com/products/thai-kozo-paper/\)](https://www.dickblick.com/products/thai-kozo-paper/), [Kitakata \(https://www.dickblick.com/items/10416-1008/\)](https://www.dickblick.com/items/10416-1008/) or other Japanese paper

Screenprint: Stonehenge, Bristol, French, Rives BFK, Arches 88

Lithography: Stonehenge, Rives BFK

- Decorative paper for bookbinding
- *[Interleaving \(https://www.dickblick.com/items/11314-1025/\)](https://www.dickblick.com/items/11314-1025/) sheets

You will need to provide your plates, blocks, etc depending on what method(s) you are using. This includes wood, lino, copper plates, screens etc

Your lab fee covers many materials used in this class including: most Inks, Tarleton, hand tools, ink modifiers, rags, solvents, newsprint and various other cleaners and supplies.

Art Suppliers:

Printmaking Vendors: [Renaissance Graphic Arts \(https://www.renaissancegraphics.com/\)](https://www.renaissancegraphics.com/), [Takach Press \(https://www.takachpress.com/\)](https://www.takachpress.com/), [Graphic Chemical & Ink Co \(https://www.graphicchemical.com/\)](https://www.graphicchemical.com/) and [McClains \(https://www.imcclains.com/\)](https://www.imcclains.com/) are suggested. Look at their websites.

Printmaking: A Complete Guide to Materials & Processes

Author: Bill Fick & Beth Grabowski

Publisher: Laurence King Publishing

Edition: second

Optional

Perspectives on Contemporary Printmaking: Critical Writing Since 1986, edited by Ruth Pelzer-Montada

Author: Ruth Pelzer-Montada

Publisher: Manchester University Press;

Edition: 1st edition (September 1, 2018)

ISBN: 978-1526125750

Optional

Preaching to the Choir: Thoughts on Contemporary Printmaking

Author: Merrill, Ganson, Lemon

Publisher: Chameleon Arts & Youth Development

ISBN: 978-0692567371

Optional

Contact: Art and the Pull of Print

Author: Jennifer L. Roberts

Publisher: Princeton University Press

Year: 2024

ISBN: 978-0-691-25585-9

Optional

Outcomes

Course Description:

It is an exciting time to make prints, with new media being introduced and traditional techniques experiencing a renaissance. Advanced Printmaking provides an opportunity for extended technical and creative research in the medium while applying the knowledge and skills learned in ART 3801/ Printmaking I: Survey and at least one other 3000/4000 level printmaking course. Techniques may include relief, intaglio, lithography, screenprint, monotype, book arts/letterpress, papermaking, and mixed media work.

Advanced Printmaking will promote individual and collaborative efforts to develop critical thinking, technical ability, and to further the direction of the individual by creating a body of work which will prepare you for your senior exhibition. The documentation of personal experimentation and research will be required (sketchbook/presentation). The student will participate in the artistic community through exhibiting and/or presentation, or demonstration.

Course Objectives & Learning Outcomes

1. Students will acquire a developed knowledge of their studio practice in the medium of Printmaking.
2. Students will Improve their technical skills in one or more Printmaking mediums.
3. Students will develop their own personal visual language in Printmaking and incorporate self-directed research into the resulting artwork.
4. Students will actively seek exhibitions, print exchanges, and/or other professional and experiential opportunities.

At the completion of this course a successful student will:

- Have acquired technical skills beyond the beginning level of printmaking in one or more areas [intaglio, relief, letterpress, screenprint, lithography, bookmaking, monotype, etc].
- Understand and demonstrate the expressive potential for materials used in the processes above and conceive, plan, and execute a self-directed body of work that expresses unique thought and a unified approach in relation to: content, structure, and subject.
- Extend critical thinking, analytical skills, and an understanding of historical and contemporary methods in printmaking.
- Demonstrate continuing sophistication in critiquing one's work and the work of others by developing and extending the art vocabulary to address ideas in a critical manner.

Evaluation

You are responsible for working on the project you have defined throughout the semester. You will be evaluated regarding productivity in class, attendance, participation in presentations/discussions/critiques, professional development, as well as your willingness and ability to incorporate feedback, readings and research into your work.

When evaluating your performance in the class, the following

- Work Habits/Professionalism: working in & out of class to meet all deadlines, participation in discussion/critique, engaging with reading & online content
- Design & Concept: uniqueness & clarity of idea in relationship to composition thematic self directed projects
- Technique/Execution: advanced & skillful handling of the technique and materials, evidence of improvement
- Craftsmanship: attention to detail & presentation

This is an advanced 4000 level course and my expectations for your work are extremely high. Sloppy work, poor technique, insufficient research, lack of commitment to ideas is not acceptable. You are expected to be self-motivated and self-disciplined. It is expected that students work together by assisting in general clean up; collaboratively as in printing and conscientiously when sharing the tools and space in the printshop. **I expect that you will be making progress every week.**

Criteria

Type	Weight	Topic	Notes
Proposal	5 pts		Written proposal of your goals and objectives for the course. You will outline your research interest, technical pursuits, and details on number of prints, sizes, and mediums that you will produce this semester.
Critique 1	15 pts		Work in progress
Critique 2	15 pts		Finished work, new work in progress
Critique 3 (Final)	30 pts		Final finished work from the semester
Exhibition	10 pts		Participation in a group print exhibition at the Carrollton Library will provide professional experience in framing and presenting artwork for a public audience.
Demonstration/Outreach/Presentation	5 pts		Each student will participate in experiential learning activities by participating in an outreach or community event such as Print Big!, or participating in a printmaking demonstration, or print exchange.
Reading, Videos, & Discussion	5 pts		The class will read 1-2 essays/articles (or other media) on issues related to printmaking and contemporary prints and engage in group discussion. Topics will be discussed in class.

Type	Weight	Topic	Notes
Artist Statement	5 pts		Draft at midterm, final due at end of the semester. Artist statement will address the body of work created during the class.
Sketchbook & documentation	10 pts		Sketchbook with evidence of your research and planning Digital portfolio of prints completed during the course (due at end of semester)

Breakdown

Grade	Range	Notes
A	100- 90	OUTSTANDING
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
D	69- 60	BELOW AVERAGE
F	59-50	FAILING

Assignments

This class will allow you the freedom to pursue your work and investigation in print practices with critical feedback to facilitate the deepening of your ideas and techniques.

You will create a proposal for a project/series you will be working on throughout the semester. We will have regular critiques. It is expected that you will be continually working and these will be work-in-progress critiques **with new work and progress at each..** Grades will be issued for each critique.

Required Assignments

- Semester Proposal of project/prints to be completed
- Critique Participation (3) - new work & reflection writing
- Group Exhibition
- Printing Demonstration, Outreach event or Presentation (multiple options)
- Readings & Class Discussion participation
- Artist Statement (draft and final)
- Sketchbook/technical journal/documentation

Print techniques including color applications will be discussed and demonstrated on an as-needed basis. It is expected that all students attend demos, and take notes.

Discussion, readings, and or slide lectures will add to your experience and the class will be introduced to contemporary artists engaged in print practice through presentations, readings, field trips to exhibitions or visiting artists.

Students are expected to be engaged in the print community and to build their experience by applying for competitions, print exchanges, volunteering at printmaking & art organizations, attending a print conference or organizing an exhibit.

Schedule

When	Topic	Notes
Week 1	Introduction & Proposals	
Week 2	Individual meetings	No class Monday (MLK).
Week 3	Studio work days	
Week 4	Critique 1	Work in progress
Week 5	Critique i (group 2) , Discussion on reading	Order frames for Library Exhibition
Week 6	Studio work days	
Week 7	Artist Statements due	
Week 8	Hang library exhibition, field trip	
Week 9	Art Infuse demonstrations all week	
Week 10	Studio work days, individual meetings	
Week 11	Studio work days	
Week 12	Critique 2	
Week 13	Studio work days	
Week 14	Studio work days, Print Big!	
Week 15	Studio work days, Final Artist Statements	
Week 16	Final Critique pt 1 (monday)	
FINAL	Final Critique (pt 2), sketchbooks	May 3

Attendance Policy

Attendance and Class Participation

Attendance is mandatory and you should be working during class-time for the benefit of instruction, feedback, and assistance. This class is sequential, with each class building on the previous one, therefore regular attendance is important to successfully complete this course.

Class time will include technical demonstrations, presentations, discussions, critiques as well as time for you to work independently on projects. In-class experience cannot be substituted or replicated, and missing class can be severely detrimental to your final grade.

Critiques are mandatory and will be in-person.

Studio time is a luxury and privilege so if you are not sick, be present to take advantage of in-person instruction and access to equipment to create your work. Do not miss class unless you are sick. Trips to supply stores, employment, the dentist, advisor meetings, etc should be scheduled to not conflict with class.

ABSENT & TARDY

Missing class more than 3 classes will lower your grade by a letter and 7 absences will lead to failure for the course.

If there are extreme or extenuating circumstances that the instructor needs to take into consideration, you should inform me immediately, in writing and provide documentation. This includes medical issues.

Tardiness is defined as being late for class and/or departing before classes has been formally dismissed by the instructor and excessive lateness will lower your grade. **Four tardies count as one absence.**

Students are responsible for all material covered in class on days that are missed. Be in touch with your classmates or Course Den to get this information BEFORE you arrive at the next class. Do not expect classmates or the instructor to use class time to tell you what you missed. Lectures and demonstrations are given only once and will not be repeated.

* Course Policies and Resources

Professional Behavior

Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course.

I expect every student in the class to exhibit good citizenship & civility. I am here to help each one of you, but you should also be here to help one another. I am committed to making this classroom a community that promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential. Abusive and disruptive behavior in any form will not be tolerated.

Face to Face (f2f)

Most art studio classes are designated as specialty classes (classes that require special equipment or content that cannot be provided effectively virtually) and are Face to Face (f2f). This means you are expected to be physically in class.

Expectations

Develop good work habits and work hard.

Come to class prepared. I expect you to do work inside and outside of class.

Come to class with the necessary materials, tools, and readings for each assignment.

Check your email/Course Den on a daily basis so you will be prepared.

Outside of class work- This course will require work outside of the course meeting time. The student should plan to spend 6-12 hours per week outside of class-time for each studio class. This means working on sketchbook, research, reading and working on completing major projects/assignments.

Classroom/Studio Policies

- Respect your instructor, peers and facility at all times.
- Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn.
- Work hard in and out of class. Establish excellent work habits and time management skills
- Assume responsibility for your own mess. Clean up after yourself and before leaving class. If you notice equipment out of place or a messy studio take the initiative to clean up the area or report the issue to the instructors.
- TURN OFF YOUR CELLPHONES including vibrate! Answering calls or texting in class is rude and considered disruptive behavior. During a break, go into the hall or outside if you need to talk on the phone.
- When you are finished working, return all inks & chemicals to their storage location. Clean any table tops, sinks, and tools you have used. Cleaning up after you have finished working is extremely important, this is a community space and everyone is expected to do his or her share.
- WEEKLY STUDIO CLEAN UP-all students will participate in tasks to properly maintain safe and clean studio, as needed.
- All students will participate in a studio cleanup at the end of the semester.

Safety in the Studio

Please be health & safety conscious! Procedures will be covered at the beginning of the semester and continue throughout the semester as needed. You are expected to know and follow all health and safety procedures. If you do not know what you are doing, please ask. Never use equipment that has

not been demonstrated to you.

All students in a Printmaking course must pass a Safety Quiz & fill out a Print Studio Authorization Sheet each semester.

- **University Police: 678.839.6000**
- **Keep exit doors closed.** This is for the safety of the people, property and environment of the studio.
- Wear apron and gloves when printing.
- Wear apron, gloves, and eye protection when etching and using acid!
- Wear dust mask if using aquatint or other air born particles.
- Become familiar with eye wash and safety showers
- Become familiar with Safety Data Sheet (SDS) notebook
- Turn on ventilation when using solvents/fumes to prevent inhalation and health risks
- Refrain from wearing flip flops or open toe shoes in the studio
- No ear/headphones connected to any form of audio device while using press or equipment
- Avoid loose fitting clothing particularly sleeves, shirt tails and scarves.
- Tie back long hair
- NO eating in the studio for health and safety reasons.
- Report unsafe conditions, faulty equipment, and any accidents to the instructor immediately!

Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in the following coursework:

In generating initial concepts, ideation, enhancing design skills, and experimenting with different artistic elements.

AI should be used responsibly and ethically to generate imagery derived from public domain or creative commons licensing, rather than copyrighted works. Image generation without proper attribution is a breach of academic integrity akin to plagiarism.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the social sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

- Connect with a professor(s) who makes you excited to learn
- Connect with a mentor(s) who cares about you as a person
- Connect with a mentor(s) who pushes you to reach your goals

(B) Participate in experiential learning opportunities:

- Complete a long-term project such as a capstone project
- Participate in a high-impact practice such as study abroad or an internship
- Get involved in extracurricular activities and groups

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services](https://www.westga.edu/student-services/accessibility-testing/index.php) (<https://www.westga.edu/student-services/accessibility-testing/index.php>).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_target_id=c5732703c344b2107db3b2459901316d) (https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_target_id=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base](https://uwgonline.service-now.com/kb/) (<https://uwgonline.service-now.com/kb/>).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF) (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\)](https://www.westga.edu/its/sits/index.php) (<https://www.westga.edu/its/sits/index.php>) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

UWG Email Policy

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

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds \(https://www.westga.edu/ombuds/\)](https://www.westga.edu/ombuds/) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity. \(https://www.westga.edu/administration/president/title-nine/index.php\)](https://www.westga.edu/administration/president/title-nine/index.php)

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site \(https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php\)](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).



Additional Items

Old Syllabus

Advanced Printmaking

ART-4805

Spring 2026 Section 01 3 Credits 01/10/2026 to 05/12/2026 Modified 10/28/2025

Description

Advanced expressive problems at the undergraduate level in one or more of the following methods: relief, intaglio, or lithography. May be repeated up to 15 credit hours.

Requisites

Prerequisites:

ART 3801 Minimum Grade: C and ART 3802 Minimum Grade: C and ART 4803 Minimum Grade: C and
ART 4804 Minimum Grade: C

Corequisites:

Contact Information

Stephanie Smith

Email: sjsmith@westga.edu

Office: VAB 134 Printmaking Studio

Phone: 678-839-4950

Office Hours

MON & WED 10am-12pm and on Fridays by appointment

Meeting Times

Monday & Wednesday 12:00-2:45 PM

VAB Printmaking Studio

Materials

Materials List: supplies and materials will be determined by your individual projects. Here are some general suggestions.

Product links are provided as examples. You can purchase from any business or the UWG Bookstore.

GENERAL MATERIALS

- Pencils, erasers, etc
- Masking tape
- [Glue stick \(https://www.dickblick.com/items/23822-0030/\)](https://www.dickblick.com/items/23822-0030/)
- brushes
- Xacto Knife & blades
- BLACK SHARPIE markers
- Sketchbook (technical journal)
- Tracing paper, 9x12
- Tool box to hold supplies

SAFETY-The studio does not provide gloves- you must have gloves in order to safely work in studio

- *Disposable surgical gloves or kitchen gloves (for ink)- get a box or pack of 50+ [example1 \(https://www.cvs.com/shop/cvs-health-durable-nitrile-exam-gloves-50ct-prodid-1740070\)](https://www.cvs.com/shop/cvs-health-durable-nitrile-exam-gloves-50ct-prodid-1740070), [example2 \(https://www.walmart.com/ip/L-XTREME-X3-POWDER-FREE-TEXTURED-BLUE-NITRILE/157990851?selected=true\)](https://www.walmart.com/ip/L-XTREME-X3-POWDER-FREE-TEXTURED-BLUE-NITRILE/157990851?selected=true), [example3 \(https://www.amazon.com/Disposable-Nitrile-Gloves-Powder-Rubber/dp/B08CS953PP/ref=sr_1_114_sspa?dchild=1&keywords=nitrile+gloves&qid=1596131878&sr=8-114-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFNQTRMT1YyVldNRkQmZW5jcnlwdGVkSWQ9QTA3ODU1MzIzMEkzOTg5WEtDTDISJmVuY3J5cHRlZEFkSWQ9QTA0NTMxMzkyMFM1SU83REISWU NRJndpZGldE5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGl5ZWNOJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==\)](https://www.amazon.com/Disposable-Nitrile-Gloves-Powder-Rubber/dp/B08CS953PP/ref=sr_1_114_sspa?dchild=1&keywords=nitrile+gloves&qid=1596131878&sr=8-114-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFNQTRMT1YyVldNRkQmZW5jcnlwdGVkSWQ9QTA3ODU1MzIzMEkzOTg5WEtDTDISJmVuY3J5cHRlZEFkSWQ9QTA0NTMxMzkyMFM1SU83REISWU NRJndpZGldE5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGl5ZWNOJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==)
- Baby wipes (for quick clean up)
- *Apron

PRINTING PAPERS:

Intaglio: Rives BFK, Hannamule Copperplate, Sommerset Satin, Fabriano Rosapina

Relief: Stonehenge, Rives BFK Sommerset Satin, [Mulberry \(https://www.dickblick.com/items/10410-1005/\)](https://www.dickblick.com/items/10410-1005/), *[Thai Kozo \(https://www.dickblick.com/products/thai-kozo-paper/\)](https://www.dickblick.com/products/thai-kozo-paper/), [Kitakata \(https://www.dickblick.com/items/10416-1008/\)](https://www.dickblick.com/items/10416-1008/) or other Japanese paper

Screenprint: Stonehenge, Bristol, French, Rives BFK, Arches 88

Lithography: Stonehenge, Rives BFK

- Decorative paper for bookbinding
- *[Interleaving \(https://www.dickblick.com/items/11314-1025/\)](https://www.dickblick.com/items/11314-1025/) sheets

You will need to provide your plates, blocks, etc depending on what method(s) you are using. This includes wood, lino, copper plates, screens etc

Your lab fee covers many materials used in this class including: most Inks, Tarleton, hand tools, ink modifiers, rags, solvents, newsprint and various other cleaners and supplies.

Art Suppliers:

Printmaking Vendors: [Renaissance Graphic Arts \(https://www.renaissancegraphics.com/\)](https://www.renaissancegraphics.com/), [Takach Press \(https://www.takachpress.com/\)](https://www.takachpress.com/), [Graphic Chemical & Ink Co \(https://www.graphicchemical.com/\)](https://www.graphicchemical.com/) and [McClains \(https://www.imcclains.com/\)](https://www.imcclains.com/) are suggested. Look at their websites.

Printmaking: A Complete Guide to Materials & Processes

Author: Bill Fick & Beth Grabowski

Publisher: Laurence King Publishing

Edition: second

Optional

Perspectives on Contemporary Printmaking: Critical Writing Since 1986, edited by Ruth Pelzer-Montada

Author: Ruth Pelzer-Montada

Publisher: Manchester University Press;

Edition: 1st edition (September 1, 2018)

ISBN: 978-1526125750

Optional

Preaching to the Choir: Thoughts on Contemporary Printmaking

Author: Merrill, Ganson, Lemon

Publisher: Chameleon Arts & Youth Development

ISBN: 978-0692567371

Optional

Contact: Art and the Pull of Print

Author: Jennifer L. Roberts

Publisher: Princeton University Press

Year: 2024

ISBN: 978-0-691-25585-9

Optional

Outcomes

Course Description:

It is an exciting time to make prints, with new media being introduced and traditional techniques experiencing a renaissance. Advanced Printmaking provides an opportunity for extended technical and creative research in the medium while applying the knowledge and skills learned in ART 3801/ Printmaking I: Survey and at least one other 3000/4000 level printmaking course. Techniques may include relief, intaglio, lithography, screenprint, monotype, book arts/letterpress, papermaking, and mixed media work.

Advanced Printmaking will promote individual and collaborative efforts to develop critical thinking, technical ability, and to further the direction of the individual by creating a body of work which will prepare you for your senior exhibition. The documentation of personal experimentation and research will be required (sketchbook/presentation). The student will participate in the artistic community through exhibiting and/or presentation, or demonstration.

Course Objectives & Learning Outcomes

1. Students will acquire a developed knowledge of their studio practice in the medium of Printmaking.
2. Students will Improve their technical skills in one or more Printmaking mediums.
3. Students will develop their own personal visual language in Printmaking and incorporate self-directed research into the resulting artwork.
4. Students will actively seek exhibitions, print exchanges, and/or other professional and experiential opportunities.

At the completion of this course a successful student will:

- Have acquired technical skills beyond the beginning level of printmaking in one or more areas [intaglio, relief, letterpress, screenprint, lithography, bookmaking, monotype, etc].
- Understand and demonstrate the expressive potential for materials used in the processes above and conceive, plan, and execute a self-directed body of work that expresses unique thought and a unified approach in relation to: content, structure, and subject.
- Extend critical thinking, analytical skills, and an understanding of historical and contemporary methods in printmaking.
- Demonstrate continuing sophistication in critiquing one's work and the work of others by developing and extending the art vocabulary to address ideas in a critical manner.

Evaluation

You are responsible for working on the project you have defined throughout the semester. You will be evaluated regarding productivity in class, attendance, participation in presentations/discussions/critiques, professional development, as well as your willingness and ability to incorporate feedback, readings and research into your work.

When evaluating your performance in the class, the following

- Work Habits/Professionalism: working in & out of class to meet all deadlines, participation in discussion/critique, engaging with reading & online content
- Design & Concept: uniqueness & clarity of idea in relationship to composition thematic self directed projects
- Technique/Execution: advanced & skillful handling of the technique and materials, evidence of improvement
- Craftsmanship: attention to detail & presentation

This is an advanced 4000 level course and my expectations for your work are extremely high. Sloppy work, poor technique, insufficient research, lack of commitment to ideas is not acceptable. You are expected to be self-motivated and self-disciplined. It is expected that students work together by assisting in general clean up; collaboratively as in printing and conscientiously when sharing the tools and space in the printshop. **I expect that you will be making progress every week.**

Criteria

Type	Weight	Topic	Notes
Proposal	5 pts		Written proposal of your goals and objectives for the course. You will outline your research interest, technical pursuits, and details on number of prints, sizes, and mediums that you will produce this semester.
Critique 1	15 pts		Work in progress
Critique 2	15 pts		Finished work, new work in progress
Critique 3 (Final)	30 pts		Final finished work from the semester
Exhibition	10 pts		Participation in a group print exhibition at the Carrollton Library will provide professional experience in framing and presenting artwork for a public audience.
Demonstration/Outreach/Presentation	5 pts		Each student will participate in experiential learning activities by participating in an outreach or community event such as Print Big!, or participating in a printmaking demonstration, or print exchange.
Reading, Videos, & Discussion	5 pts		The class will read 1-2 essays/articles (or other media) on issues related to printmaking and contemporary prints and engage in group discussion. Topics will be discussed in class.

Type	Weight	Topic	Notes
Artist Statement	5 pts		Draft at midterm, final due at end of the semester. Artist statement will address the body of work created during the class.
Sketchbook & documentation	10 pts		Sketchbook with evidence of your research and planning Digital portfolio of prints completed during the course (due at end of semester)

Breakdown

Grade	Range	Notes
A	100- 90	OUTSTANDING
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
D	69- 60	BELOW AVERAGE
F	59-50	FAILING

Assignments

This class will allow you the freedom to pursue your work and investigation in print practices with critical feedback to facilitate the deepening of your ideas and techniques.

You will create a proposal for a project/series you will be working on throughout the semester. We will have regular critiques. It is expected that you will be continually working and these will be work-in-progress critiques **with new work and progress at each..** Grades will be issued for each critique.

Required Assignments

- Semester Proposal of project/prints to be completed
- Critique Participation (3) - new work & reflection writing
- Group Exhibition
- Printing Demonstration, Outreach event or Presentation (multiple options)
- Readings & Class Discussion participation
- Artist Statement (draft and final)
- Sketchbook/technical journal/documentation

Print techniques including color applications will be discussed and demonstrated on an as-needed basis. It is expected that all students attend demos, and take notes.

Discussion, readings, and or slide lectures will add to your experience and the class will be introduced to contemporary artists engaged in print practice through presentations, readings, field trips to exhibitions or visiting artists.

Students are expected to be engaged in the print community and to build their experience by applying for competitions, print exchanges, volunteering at printmaking & art organizations, attending a print conference or organizing an exhibit.

Schedule

When	Topic	Notes
Week 1	Introduction & Proposals	
Week 2	Individual meetings	No class Monday (MLK).
Week 3	Studio work days	
Week 4	Critique 1	Work in progress
Week 5	Critique i (group 2) , Discussion on reading	Order frames for Library Exhibition
Week 6	Studio work days	
Week 7	Artist Statements due	
Week 8	Hang library exhibition, field trip	
Week 9	Art Infuse demonstrations all week	
Week 10	Studio work days, individual meetings	
Week 11	Studio work days	
Week 12	Critique 2	
Week 13	Studio work days	
Week 14	Studio work days, Print Big!	
Week 15	Studio work days, Final Artist Statements	
Week 16	Final Critique pt 1 (monday)	
FINAL	Final Critique (pt 2), sketchbooks	May 3

Attendance Policy

Attendance and Class Participation

Attendance is mandatory and you should be working during class-time for the benefit of instruction, feedback, and assistance. This class is sequential, with each class building on the previous one, therefore regular attendance is important to successfully complete this course.

Class time will include technical demonstrations, presentations, discussions, critiques as well as time for you to work independently on projects. In-class experience cannot be substituted or replicated, and missing class can be severely detrimental to your final grade.

Critiques are mandatory and will be in-person.

Studio time is a luxury and privilege so if you are not sick, be present to take advantage of in-person instruction and access to equipment to create your work. Do not miss class unless you are sick. Trips to supply stores, employment, the dentist, advisor meetings, etc should be scheduled to not conflict with class.

ABSENT & TARDY

Missing class more than 3 classes will lower your grade by a letter and 7 absences will lead to failure for the course.

If there are extreme or extenuating circumstances that the instructor needs to take into consideration, you should inform me immediately, in writing and provide documentation. This includes medical issues.

Tardiness is defined as being late for class and/or departing before classes has been formally dismissed by the instructor and excessive lateness will lower your grade. **Four tardies count as one absence.**

Students are responsible for all material covered in class on days that are missed. Be in touch with your classmates or Course Den to get this information BEFORE you arrive at the next class. Do not expect classmates or the instructor to use class time to tell you what you missed. Lectures and demonstrations are given only once and will not be repeated.

* Course Policies and Resources

Professional Behavior

Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course.

I expect every student in the class to exhibit good citizenship & civility. I am here to help each one of you, but you should also be here to help one another. I am committed to making this classroom a community that promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential. Abusive and disruptive behavior in any form will not be tolerated.

Face to Face (f2f)

Most art studio classes are designated as specialty classes (classes that require special equipment or content that cannot be provided effectively virtually) and are Face to Face (f2f). This means you are expected to be physically in class.

Expectations

Develop good work habits and work hard.

Come to class prepared. I expect you to do work inside and outside of class.

Come to class with the necessary materials, tools, and readings for each assignment.

Check your email/Course Den on a daily basis so you will be prepared.

Outside of class work- This course will require work outside of the course meeting time. The student should plan to spend 6-12 hours per week outside of class-time for each studio class. This means working on sketchbook, research, reading and working on completing major projects/assignments.

Classroom/Studio Policies

- Respect your instructor, peers and facility at all times.
- Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn.
- Work hard in and out of class. Establish excellent work habits and time management skills
- Assume responsibility for your own mess. Clean up after yourself and before leaving class. If you notice equipment out of place or a messy studio take the initiative to clean up the area or report the issue to the instructors.
- TURN OFF YOUR CELLPHONES including vibrate! Answering calls or texting in class is rude and considered disruptive behavior. During a break, go into the hall or outside if you need to talk on the phone.
- When you are finished working, return all inks & chemicals to their storage location. Clean any table tops, sinks, and tools you have used. Cleaning up after you have finished working is extremely important, this is a community space and everyone is expected to do his or her share.
- WEEKLY STUDIO CLEAN UP-all students will participate in tasks to properly maintain safe and clean studio, as needed.
- All students will participate in a studio cleanup at the end of the semester.

Safety in the Studio

Please be health & safety conscious! Procedures will be covered at the beginning of the semester and continue throughout the semester as needed. You are expected to know and follow all health and safety procedures. If you do not know what you are doing, please ask. Never use equipment that has

not been demonstrated to you.

All students in a Printmaking course must pass a Safety Quiz & fill out a Print Studio Authorization Sheet each semester.

- **University Police: 678.839.6000**
- **Keep exit doors closed.** This is for the safety of the people, property and environment of the studio.
- Wear apron and gloves when printing.
- Wear apron, gloves, and eye protection when etching and using acid!
- Wear dust mask if using aquatint or other air born particles.
- Become familiar with eye wash and safety showers
- Become familiar with Safety Data Sheet (SDS) notebook
- Turn on ventilation when using solvents/fumes to prevent inhalation and health risks
- Refrain from wearing flip flops or open toe shoes in the studio
- No ear/headphones connected to any form of audio device while using press or equipment
- Avoid loose fitting clothing particularly sleeves, shirt tails and scarves.
- Tie back long hair
- NO eating in the studio for health and safety reasons.
- Report unsafe conditions, faulty equipment, and any accidents to the instructor immediately!

Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted in the following coursework:

In generating initial concepts, ideation, enhancing design skills, and experimenting with different artistic elements.

AI should be used responsibly and ethically to generate imagery derived from public domain or creative commons licensing, rather than copyrighted works. Image generation without proper attribution is a breach of academic integrity akin to plagiarism.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the social sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

- Connect with a professor(s) who makes you excited to learn
- Connect with a mentor(s) who cares about you as a person
- Connect with a mentor(s) who pushes you to reach your goals

(B) Participate in experiential learning opportunities:

- Complete a long-term project such as a capstone project
- Participate in a high-impact practice such as study abroad or an internship
- Get involved in extracurricular activities and groups

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services](https://www.westga.edu/student-services/accessibility-testing/index.php) (<https://www.westga.edu/student-services/accessibility-testing/index.php>).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tqueryId=c5732703c344b2107db3b2459901316d) (https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tqueryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base](https://uwgonline.service-now.com/kb/) (<https://uwgonline.service-now.com/kb/>).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF) (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\)](https://www.westga.edu/its/sits/index.php) (<https://www.westga.edu/its/sits/index.php>) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

UWG Email Policy

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

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds \(https://www.westga.edu/ombuds/\)](https://www.westga.edu/ombuds/) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

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

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity. \(https://www.westga.edu/administration/president/title-nine/index.php\)](https://www.westga.edu/administration/president/title-nine/index.php)

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site \(https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php\)](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

Additional Items

ART - 4901 - 3D Digital Modeling

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

ART

Course Number* 4901

Course Title* 3D Digital Modeling

Long Course Title

Course Type*

Art

Catalog Course
Description*

This course introduces students to digital technologies used in the creation of three-dimensional artwork. Students will explore a variety of contemporary digital fabrication technologies. Students will gain hands-on experience preparing, manipulating, and outputting digital files for physical fabrication while developing conceptual, technical, and critical skills.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

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

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

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

Prerequisites ART 3901 with a minimum grade of C

Concurrent
Prerequisites

Corequisites**Cross-listing****Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Introduction of new classes such as ART 4901
- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

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

*

1. Design and produce three-dimensional sculptural works that address aesthetic and conceptual problems through the intentional use of form, space, texture, mass/volume, and content.
2. Demonstrate safe and proficient use of digital fabrication tools, materials, and processes.
3. Prepare, manipulate, and manage digital files for successful physical fabrication.
4. Analyze, evaluate, and articulate sculptural work—both their own and others'—using appropriate art and technical vocabulary within historical, cultural, and contemporary contexts.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*  I have attached the REQUIRED syllabus.

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 15

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

**If yes, what will the
fee be?*** 150

Fee Justification The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility.

Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives.

Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Art 4901

3D Digital Modeling

Pre req - 3901

Course Description –

This course introduces students to digital technologies used in the creation of three-dimensional artwork. Students will explore a variety of contemporary digital fabrication technologies. Students will gain hands-on experience preparing, manipulating, and outputting digital files for physical fabrication while developing conceptual, technical, and critical skills.

Course Objectives / Goals

Students will:

- Develop the ability to solve **aesthetic and design problems** in three-dimensional form using sculpture as a visual language.
 - Safely and effectively use **tools, materials, and digital fabrication processes** from concept through completion.
 - Build **critical thinking and artistic judgment** through critique, analysis, and personal expression.
 - Understand the **workflow from digital object to physical object**.
 - Prepare and manipulate **digital files** (STL, OBJ, DXF) for fabrication.
 - Create digital sculptures using a range of **digital technologies**.
 - Develop skills to **professionally present digital sculptural work** to an audience.
-

Course Outcomes

By the end of the course, students will be able to:

1. Design and produce three-dimensional sculptural works that address aesthetic and conceptual problems through the intentional use of form, space, texture, mass/volume, and content.
2. Demonstrate safe and proficient use of digital fabrication tools, materials, and processes.
3. Prepare, manipulate, and manage digital files for successful physical fabrication.

4. Analyze, evaluate, and articulate sculptural work—both their own and others’—using appropriate art and technical vocabulary within historical, cultural, and contemporary contexts.
-

Course Approach

Students may approach the course in one of the following ways:

1. **Guided Skill-Building Projects**
Self-portrait or structured exercises designed to develop technical proficiency with software and equipment.
 2. **Independent Projects**
Students pursue a specific sculptural concept and utilize digital technologies to realize it.
-

Projects & Technologies

Students will complete projects involving:

- 3D scanning
 - CAD-based design
 - Tabletop scanning (minimum of one manipulated scan)
 - Digital modeling
 - 3D printing
 - CNC routing
 - CNC plasma cutting (as available)
-

File Formats

- **CNC Plasma Cutter:** DXF
 - **CNC Router:** STL, OBJ
 - **3D Printer:** STL, OBJ
-

Resources for STL Files

- NASA 3D Resources
- NIH 3D Print Exchange

- Yeggi
 - Terrain.party
 - All3DP Free STL Files
-

Portfolio Submission

- All projects must be **documented and submitted digitally** via Courseden.
 - Portfolios must include **process documentation** (screenshots, scans, and work-in-progress images).
 - The final digital portfolio is a **major graded component** of the course.
-

Policies & Expectations

- Projects must remain **small in scale** due to lab time and material constraints.
 - Students must be mindful of **shared lab access**; equipment processes are time-intensive.
 - **Active participation and collaboration** in the studio are expected.
 - Students are responsible for **cleaning workspaces** at the end of each class.
-

Attendance & Participation

- Attendance is **mandatory** and taken daily.
 - Lectures and demonstrations are given **once** and will not be repeated.
 - Workdays are required attendance days.
 - Leaving class early, arriving late, or leaving to “get materials” counts against attendance.
 - **Three late arrivals = one absence.**
 - Three absences are allowed before the final grade is reduced by one letter grade per additional absence.
 - **Seven absences result in failure** of the course.
 - Religious observances must be communicated **in writing within the first two weeks** of class.
-

Outside-of-Class Work

Students should expect to spend **approximately 12 hours per week outside of class** on assignments, research, sketching, and project development, in accordance with NASAD and university credit-hour guidelines.

Etiquette & Safety

- Cell phones must be turned off during class.
- Proper studio attire is required (no open-toed shoes, dangling jewelry, or loose clothing).
- Long hair must be secured when working with tools or chemicals.
- No department tools may leave the classroom.
- Respect studio materials and the artwork of others at all times.

Critiques

- All projects are due at the **start of class on critique days**.
- Late or insufficiently developed work may not be eligible for reworking.
- Active participation in critiques is **required** and factored into the final grade.

Course Requirements

- Four sculptural projects
- One written assignment on a nationally recognized contemporary sculptor
- Sketchbook (required; reviewed periodically)
- Digital portfolio submission
- Individual consultations with the instructor

Grading Breakdown

- Sculpture Projects (4) – 100 points each
- Digital Portfolio – 100 points
- Final Cleanup – 25 points

Grading Scale

- A: 90–100
- B: 80–89
- C: 70–79
- D: 60–69
- F: 0–59

Profile of student behavior, performance and

Corresponding general grade category in Sculpture at UWG.

1. "A" grade (Outstanding)

A Student deserving a grade of "A" exhibits most or all of the following characteristics:

- Is almost never absent.
- Often arrives early for class and often stays late.
- Is always prepared for class.
- Does considerable work outside of class as well as in class.
- Pays attention, takes notes, asks questions, and knows what is going on in class.
- Completes work on time, and frequently produces more than one version of the assignment.
- Does outside research when necessary.
- Always experiments with various approaches to the assignments, and always improves on weak projects until results are at least superior and usually outstanding.
- Is highly motivated to learn, and displays enthusiasm for their work.
- Seeks extra instruction when needed, but is capable of initiating and developing their own ideas.
- Understands the relationship between projects, and accumulates and applies knowledge gained in previous projects to succeeding projects.
- Achieves consistently outstanding results through persistent hard work, and determination.

An A student's overall effort and result is generally outstanding.

1. **"B" grade (superior)**

A Student deserving a grade of "B" exhibits most or all of the following characteristics:

- Misses few classes.
- Arrives on time or early, sometimes stays late.
- Is prepared for class.
- Does considerable work outside of class as well as in class.
- Pays attention, takes notes, asks questions, and knows what is going on in class.
- Usually completes work on time, and often improves on weak projects.
- Is motivated to learn and displays interest in subject beyond merely passing the course.
- Attempts to understand relationships between projects, and is able to accumulate and apply knowledge acquired in previous projects to succeeding projects.
- Seeks extra instruction when needed, but is capable of initiating and developing their own ideas.
- Experiments with different approaches and produces more than one effort on many projects.
- Accomplishes superior results through persistent hard work.

A "B" student's overall effort and result is generally superior

"C" grade (satisfactory)

A student "C" grade exhibits many or all of the following characteristics:

- Has an adequate, yet undistinguished attendance record.
- Is usually on time, stays late only when pressured.
- Often does not apply sufficient effort to accomplish superior results, but is content with merely getting by
- Seldom improves on weak projects.

- Sometimes is confused about assignments because of absence or inattention.
- Often expects the instructor to tell them exactly what to do, and lacks the experience or initiative to experiment or think for themselves.
- Displays little interest in the subject beyond completing work well enough to get by.
- Expects to be coerced into applying full effort, weakly motivated to learn.

A "C" student's overall effort and result is generally adequate yet undistinguished.

"D" grade or lower (unsatisfactory)

A student deserving of a grade of "D" or lower exhibits many or all of the following characteristics:

- Often absent.
- Comes to class late, leaves early, seldom works in class, spends class time talking, rarely pays attention, and does not take notes.
- Doesn't know what is going on in class because of poor attendance and inattention.
 - Lacks self-motivation, initiative, and effective work habits.
 - Expects to be coerced into learning.
 - Often is not prepared for class.
- Rarely has work completed on time, often has no work to show at all and is several projects behind.
- Either does not complete all projects or stops coming to class altogether or fails the final critique.

A "D" or lower student's overall effort and result are generally inadequate and unacceptable.

“W” (withdrawal passing)

A student may request a “w” grade for any reason, at any time, up to the deadline set by admissions. A “W” grade will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“I” (incomplete)

This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the ability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date.

Evaluation Criteria

Students will be evaluated on:

- Preparation and participation
- Work ethic
- Craftsmanship
- Conceptual development
- Presentation and documentation
- Progress throughout the semester

Tips for Success

- Be self-motivated and organized
- Research and experiment
- Be open to critique
- Take risks and learn from mistakes
- Maintain a sketchbook and document your process
- Devote time outside of class consistently

ART - 4902 - Figure Modeling

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

ART

Course Number* 4902

Course Title* Figure Modeling

Long Course Title

Course Type*

Art

Catalog Course Description* This course focuses on the creation of sculptural work based on direct observation of the human figure. Students will develop skills in figurative modeling through sustained work from the live model, emphasizing anatomical structure, proportion, gesture, mass, and surface articulation. Students will explore the figure as a vehicle for conceptual, formal, and expressive inquiry while developing technical proficiency, critical thinking, and an individual sculptural voice.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

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

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

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

Prerequisites ART 3901 with a minimum grade of C

**Concurrent
Prerequisites**

Corequisites**Cross-listing****Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Developing new courses such as ART 4902.
- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

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

1. Design and produce figurative sculptures from direct observation that demonstrate an understanding of anatomy, proportion, gesture, mass, and surface.
2. Demonstrate safe and proficient use of modeling tools, materials, and studio practices in the construction of figurative sculpture.
3. Apply drawing, planning, and observational strategies to develop and refine three-dimensional figurative work.
4. Analyze, evaluate, and articulate figurative sculptural work—their own and others'—using appropriate art vocabulary and an understanding of historical, cultural, and contemporary contexts.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*  I have attached the REQUIRED syllabus.

Resources and Funding

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

**Present or Projected
Annual Enrollment*** 15

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

**If yes, what will the
fee be?*** 150

Fee Justification The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility.

Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives.

Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Art 4902

Figure modeling

Pre req - 3901

Course Description

This course focuses on the creation of sculptural work based on **direct observation of the human figure**. Students will develop skills in figurative modeling through sustained work from the live model, emphasizing anatomical structure, proportion, gesture, mass, and surface articulation. Students will explore the figure as a vehicle for conceptual, formal, and expressive inquiry while developing technical proficiency, critical thinking, and an individual sculptural voice.

Course Objectives / Goals and Learning Outcomes

Students will:

- Develop the ability to solve **aesthetic and design problems** in three-dimensional form using sculpture as a visual language.
 - Safely and effectively use **tools, materials, and digital fabrication processes** from concept through completion.
 - Build **critical thinking and artistic judgment** through critique, analysis, and personal expression.
 - Use **direct observation** as the primary method for translating the human figure into sculptural form.
 - Safely and effectively use **modeling tools, armatures, and materials** from concept through completion.
 - Develop an understanding of **human anatomy, proportion, gesture, and spatial presence**.
-

Course Outcomes

By the end of the course, students will be able to:

1. Design and produce figurative sculptures from direct observation that demonstrate an understanding of anatomy, proportion, gesture, mass, and surface.

2. Demonstrate safe and proficient use of modeling tools, materials, and studio practices in the construction of figurative sculpture.
 3. Apply drawing, planning, and observational strategies to develop and refine three-dimensional figurative work.
 4. Analyze, evaluate, and articulate figurative sculptural work—their own and others’—using appropriate art vocabulary and an understanding of historical, cultural, and contemporary contexts.
-

Course Approach

Students will work primarily from the **live model** using a combination of:

1. **Figurative Studies**
Short- and long-term modeling projects focused on anatomy, proportion, gesture, and structural understanding.
 2. **Independent Figurative Project**
A sustained project allowing students to pursue a personal conceptual or expressive approach to the figure while working from observation.
-

Projects

Students will complete a series of projects that may include:

- Gesture studies from the live model
 - Anatomical studies (head, torso, limbs)
 - Full-figure modeling
 - Long-pose figurative sculpture
 - Independent figurative sculpture project
-

Materials and Techniques

Techniques and processes may include:

- Clay modeling (water-based or oil-based)
- Armature construction
- Additive and subtractive modeling methods
- Surface articulation and finishing techniques
- Use of basic measurement and proportion systems

Portfolio Submission

- All projects must be **documented and submitted digitally** via Courseden.
- Portfolio submissions must include **process documentation** and final images.
- The final digital portfolio is a **required graded component** of the course.

Policies & Expectations

- Projects must be completed **during assigned studio time**.
- Respect for the live model is mandatory at all times.
- Participation and collaboration in the studio are expected.
- Students are responsible for cleaning workspaces and tools at the end of each class session.

Attendance & Participation

- Attendance is **mandatory** and taken daily.
- Lectures, demonstrations, and model sessions occur **once** and will not be repeated.
- Workdays are required attendance days.
- Leaving class early, arriving late, or leaving during class counts against attendance.
- Three late arrivals equal one absence.
- Three absences are permitted before grade reduction.
- Seven absences result in failure of the course.
- Religious observances must be communicated in writing within the first two weeks.

Outside-of-Class Work

Students should expect to spend **approximately 12 hours per week outside of class** working on drawings, research, sketchbooks, and project development, consistent with NASAD credit-hour guidelines.

Etiquette & Safety

- Cell phones must be turned off during class.

- Proper studio attire is required.
 - Long hair must be secured.
 - No tools or materials may leave the studio without permission.
 - Respect studio equipment, materials, and the artwork of others.
-

Critiques

- All projects are due at the **start of class on critique days**.
 - Active participation in critiques is required and contributes to the final grade.
 - Late or insufficiently developed work may not be eligible for reworking.
-

Course Requirements

- Four figurative sculpture projects
 - One written assignment on a nationally recognized figurative sculptor
 - Required sketchbook for observational drawing and planning
 - Digital portfolio submission
 - Individual consultations with the instructor
-

Grading Breakdown

- Figurative Sculpture Projects (4) – 100 points each
- Digital Portfolio – 100 points
- Final Cleanup – 25 points

Grading Scale

- A: 90–100
 - B: 80–89
 - C: 70–79
 - D: 60–69
 - F: 0–59
-

Evaluation Criteria

Students will be evaluated on:

- Preparation and participation
- Work ethic and engagement
- Craftsmanship and structural accuracy
- Conceptual and expressive development
- Presentation and documentation
- Progress throughout the semester

Profile of student behavior, performance and

Corresponding general grade category in Sculpture at UWG.

1. "A" grade (Outstanding)

A Student deserving a grade of "A" exhibits most or all of the following characteristics:

- Is almost never absent.
- Often arrives early for class and often stays late.
- Is always prepared for class.
- Does considerable work outside of class as well as in class.
- Pays attention, takes notes, asks questions, and knows what is going on in class.
- Completes work on time, and frequently produces more than one version of the assignment.
- Does outside research when necessary.
- Always experiments with various approaches to the assignments, and always improves on weak projects until results are at least superior and usually outstanding.
- Is highly motivated to learn, and displays enthusiasm for their work.
- Seeks extra instruction when needed, but is capable of initiating and developing their own ideas.
- Understands the relationship between projects, and accumulates and applies knowledge gained in previous projects to succeeding projects.
- Achieves consistently outstanding results through persistent hard work, and determination.

An A student's overall effort and result is generally outstanding.

1. "B" grade (superior)

A Student deserving a grade of "B" exhibits most or all of the following characteristics:

- Misses few classes.
- Arrives on time or early, sometimes stays late.
- Is prepared for class.
- Does considerable work outside of class as well as in class.
- Pays attention, takes notes, asks questions, and knows what is going on in class.
- Usually completes work on time, and often improves on weak projects.
- Is motivated to learn and displays interest in subject beyond merely passing the course.
- Attempts to understand relationships between projects, and is able to accumulate and apply knowledge acquired in previous projects to succeeding projects.
- Seeks extra instruction when needed, but is capable of initiating and developing their own ideas.
- Experiments with different approaches and produces more than one effort on many projects.
- Accomplishes superior results through persistent hard work.

A "B" student's overall effort and result is generally superior

"C" grade (satisfactory)

A student "C" grade exhibits many or all of the following characteristics:

- Has an adequate, yet undistinguished attendance record.

- Is usually on time, stays late only when pressured.
- Often does not apply sufficient effort to accomplish superior results, but is content with merely getting by
- Seldom improves on weak projects.
- Sometimes is confused about assignments because of absence or inattention.
- Often expects the instructor to tell them exactly what to do, and lacks the experience or initiative to experiment or think for themselves.
- Displays little interest in the subject beyond completing work well enough to get by.
- Expects to be coerced into applying full effort, weakly motivated to learn.

A "C" student's overall effort and result is generally adequate yet undistinguished.

"D" grade or lower (unsatisfactory)

A student deserving of a grade of "D" or lower exhibits many or all of the following characteristics:

- Often absent.
- Comes to class late, leaves early, seldom works in class, spends class time talking, rarely pays attention, and does not take notes.
- Doesn't know what is going on in class because of poor attendance and inattention.
- Lacks self-motivation, initiative, and effective work habits.
- Expects to be coerced into learning.
- Often is not prepared for class.
- Rarely has work completed on time, often has no work to show at all and is several projects behind.
- Either does not complete all projects or stops coming to class altogether or fails the final critique.

A “D” or lower student’s overall effort and result are generally inadequate and unacceptable.

“W” (withdrawal passing)

A student may request a “w” grade for any reason, at any time, up to the deadline set by admissions. A “W” grade will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“I” (incomplete)

This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the ability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date.

Tips for Success

- Attend every model session
- Observe carefully and work deliberately
- Be receptive to critique
- Take risks and revise your work
- Keep a consistent sketchbook practice
- Devote time outside of class to refine skills

ART - 4904 - Advanced Sculpture

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4904

Course Title* Advanced Sculpture

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

This course focuses on advanced sculptural investigations and individual expression with traditional and nontraditional materials chosen by the student. Students demonstrate significant research in process, technique and materials to express individual ideas and aesthetics resulting in a portfolio of works. May be repeated up to 15 credit hours.

Prerequisites

Prerequisite: 3 Hours of ART (3902 or ART 3903 ART 3904 or ART 4902 or ART 4903) and 3 hours of (3902 or ART 3903 ART 3904 or ART 4902 or ART 4903)- with a minimum grade of C

Corequisites

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

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0**Lab Hrs*** 6.0**Credit Hrs*** 3.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing**Restrictions****Repeat for Credit****Cross-listing****Restrictions**

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

☒ Yes☐ No

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

15 Credit Hours

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, the Sculpture, curriculum (structure) and subsequent courses (ART 3902, 3903, 3904, 4902, 4903) require the following one or more adjustments:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues)
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☐ I have attached the syllabus.
☒ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 24

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58265

ART - 4998 - Senior Capstone Experience I

2026-2027 Undergraduate Revise Course Request

General Information

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

- Modifications (Check all that apply)***
- ☐ Course Title
 - ☒ Prerequisites/Co-requisites
 - ☐ Cross-listing
 - ☐ Catalog Description
 - ☒ Credit Hours
 - ☐ Student Learning Outcomes
 - ☐ Restrictions
 - ☐ Frequency of Course Offering
 - ☒ Grading Structure
 - ☐ Course Fee
 - ☐ Repeat for Credit
 - ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4998

Course Title* Senior Capstone Experience I

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

Research and study within a studio concentration that culminates in the public presentation of the senior exhibition (ART 4899: Senior Capstone II). Students will be required to research this project and document its development prior to the presentation of the written capstone component. With the aid of their peers, advisors and faculty jurors' students will work through the articulation of their goals by active critiquing and self-assessment.

Prerequisites ART 4078

Corequisites 4009 or 4010 or 4304 or 4406 or 4559 or 4605 or 4706 or 4805 or 4821 or 4822 or 4904

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

Grading*

Satisfactory/
Unsatisfactory - No IP

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

☐ Yes
☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG.

As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.
- Additionally in fulfilling the USG and Provost initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours.

We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☐ I have attached the syllabus.
☒ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 40

**Are you making
changes to the special
fees or tuition that is
required for this
course?*** ☐ Yes
☒ No

**If yes, what will the
fee be? If no, please
list N/A.*** n/a

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58267

ART - 4999 - Senior Capstone Experience II

2026-2027 Undergraduate Revise Course Request

General Information

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Modifications (Check all that apply)*

- ☐ Course Title
- ☒ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☒ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

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Department/School *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of
Education course? *

☐ Yes

☒ No

Is this a Department
of Mass
Communications
course? *

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

ART

Course Number* 4999

Course Title* Senior Capstone Experience II

Long Course Title

Course Type - DO
NOT EDIT*

Art

Catalog Course
Description*

Continued research and advanced study within a studio/design concentration will culminate in the public presentation of the senior exhibition. Capstone Experience II will provide an opportunity to consolidate, expand and refine the skills that are essential to your discipline. The preparation of an oral defense for this final body of work, their creative thesis visual project, will undergo the critical review of an Art Faculty Committee prior to its public presentation in the Senior Fine Arts Exhibition. Additionally, the completion of the written component of the creative visual project, begun in ART 49XX, Capstone Experience I, will describe in full the processes and the outcomes of the senior research.

Prerequisites Prerequisite: ART 4998 with a minimum grade of C

Corequisites 4009 or 4010 or 4304 or 4406 or 4559 or 4605 or 4706 or 4805 or 4821 or 4822 or 4904

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

2

Grading*

Satisfactory/
Unsatisfactory - No IP

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a

Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

☐ Yes
☒ No

If yes, indicate
maximum number of
credit hours counted
toward graduation.* n/a

Justification and Assessment

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

Rationale* As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

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REQUIRED ATTACHMENTS

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

Syllabus* ☐ I have attached the syllabus.
☒ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Annual Enrollment*

Are you making changes to the special fees or tuition that is required for this course?*

☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* The fee is utilized to properly provide students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negative impact on RPG, increase each individual student's overall expenditures to meet course objectives, directly impairing student's ability to meet course objectives and/or program/professional goals, and will undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58268

PHYS - 1111K - Introductory Physics I

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

PHYS

Course Number* 1111K

Course Title* Introductory Physics I

Long Course Title Introductory Physics I (class and lab)

Course Type*

Physics

Catalog Course Description* An introductory course that will include material from mechanics, thermodynamics, and waves. Elementary algebra and trigonometry will be used. The course includes lecture and lab sections.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 2

Credit Hrs* 4

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

If yes, indicate
maximum number of
credit hours counted
toward graduation.* 4

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

Prerequisites MATH 1113 or MATH 1112 or MATH 1634.

**Concurrent
Prerequisites** NA

Corequisites NA

Cross-listing NA**Restrictions** NA**Is this a General Education course?*** ☒ Yes ☐ No

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

☐ Area I

☐ Area M

☐ Area P

☐ Area A

☐ Area C

☒ Area T

☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* PHYS 1111K (Introductory Physics I) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences.

UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements.

Integrating the lecture and laboratory components into the combined PHYS 1111K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics I is evaluated through the analytical components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1111 and 1111L into PHYS 1111K we can more closely align the topics in each which will enhance student comprehension.

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

- 1) Students who take Introductory Physics I should expect to gain a deeper understanding of basic physical phenomena, with a concentration on mechanics, but also including fluids, vibrations, waves, and thermodynamics.
- 2) Students should be able to relate these concepts to what they see in their everyday surroundings.
- 3) Additionally, students should develop and improve their problem-solving skills, and be able to use a variety of methods and skills to solve problems.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

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

If yes, what will the fee be?* 80

Fee Justification This is the same as the current fee (PHYS 1111 - \$35 workshop fee and PHYS 1111L - \$45 lab fee). So, there is no new fee.

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

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

PHYS 1111K

Fall 2026

This is a summary of the syllabus (syllabus can be found on the CourseDen)

Instructor: Dr. Ajith DeSilva
Office: TLC 2128
Phone: (678) 839-4089
Email: LDESILVA@westga.edu

Office Hours: TBA

Location and Time: TBA

Class and Lab time:

(This class will meet in three 50 minute sections or two 75 minute sections per week. The lab will meet one time for 1 hour and 50 minutes each week. Based on current estimates, there will be one class and two labs per week to choose from. Some semesters may include an online option with the F2F option.)

PHYS 1111 Lab	Day/Time	Location
Section 1	TBA	TBA
Section 2	TBA	TBA

Required Materials: **Text:** Physics, James S. Walker. Pearson Education
Mastering physics subscription is required, check out “Direct Integration - UWG Student Day One Access Getting Started Guide”
Your professor has partnered with UWG Outfitters to provide the most cost-effective option for you to receive your digital course materials for this course. The material is provided to you through CourseDen as part of UWG's Day One Access program. The cost of the material will be added to your student account. You do not need to look elsewhere for the material. You can opt out of Day One Access before the end of drop/add, but you will be responsible for obtaining the material on your own without the lower discounted rate. Please be on the lookout for a welcome email from UWG Outfitters (email address will be westga@verbasoftware.com) on the first day of class for instructions on accessing the material and opting out. That email will also contain the opt out deadline. Additionally, please take a moment to view the Day One Access FAQs page at https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO

Lab manual is required, PHYS1111Lab Fall 2026 is available in the bookstore.

Calculator: A scientific calculator – capable of computing trigonometric functions and logarithmic function (A nonprogrammable, nongraphing). A plastic ruler and a protractor:

Prerequisite: MATH 1113 or 1112 or 1634. Minimum Grade: C

Co-requisite: NA

CourseDen: D1A access, announcements, assignments, grades will only be available via CourseDen

Email: You can email me with questions or any concerns that you have regarding the class. Please include PHYS 1111K as part of the subject.

Description: An introductory course that will include material from mechanics, thermodynamics, and waves. Elementary algebra and trigonometry will be used.
This is a Core IMPACTS course that is part of the STEM area.

- Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.
- This course should direct students toward a broad Orienting Question: How do I ask scientific questions or use data, mathematics, or technology to understand the universe?
- Completion of this course should enable students in the following area: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.
- Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Inquiry and Analysis, Problem-Solving, Teamwork.

Attendance: It's encouraged that you to attend all classes. Your attendance and participation are required to create a fun and successful active learning environment. **Attendance** is required for the lab portion.

Student Learning Outcomes:

- 1) Students who take Introductory Physics I should expect to gain a deeper understanding of basic physical phenomena, with a concentration on mechanics, but also including fluids, vibrations, waves, and thermodynamics.
- 2) Students should be able to relate these concepts to what they see in their everyday surroundings.
- 3) Additionally, students should develop and improve their problem-solving skills, and be able to use a variety of methods and skills to solve problems.

Evaluation:

Components	points
Chapter Exams	35%
Comprehensive Final Exam	20%
Quizzes	10%
HW	10%
Labs	25%
Total	100%

Letter grade breakdown: 90.0 or higher = A, 89.9 – 80.0 = B, 79.9 – 70.0 = C, 69.9 – 60.0 = D, below 59.0 = F

You are expected to read the appropriate chapters before the class.

Week	Lecture Chapter	Labs	Information
1	1/2	No labs	1 st week of class
2	2	Introduction Lab	
3	2/3	Measurement and Errors	
4	3	The Motion Detector	
5	4	Uniform Acceleration	Exam 1 (chapters 1/2/3/4)
6	5	Addition of Vectors	
7	5	Projectile Motion	
8	6	Force, Mass, and Acceleration	Last day to withdraw with a grade of W
9	6	Friction	Exam 2 (chapters 5/6)
10	Break, no classes		
11	7	Work and Energy	
12	8	Momentum	
13	9	Rotational Motion	Exam 3 (chapters 7/8/9)
14	10	Static Equilibrium	
15	11	Simple Harmonic Motion	
16	13	Archimedes' Principle	Exam 4 (chapters 10/11)
17	13	No Labs	Last week of class, GenEd Assessments Final Exam (cumulative, chapter 13 + previous): TBA

Lab report Policy

You must attend the lab class to do that day's Lab Report. For example, if you miss the day we do Lab 4, you cannot do the Lab 4 Report. If you ask your lab partner – or any other student – for their data so that you may do the lab report, that is cheating. If you share your data with another student, that is cheating.

Lab Reports should be your OWN work. Any unauthorized photocopied, pictures, and/or duplicated lab reports is considered cheating for both parties. There are no group lab reports!

Any confirmed instance of cheating will be taken seriously. You will receive a zero for the assignment and may have your grade lowered by a letter or even fail the class.

All occurrences of cheating will be reported to the University.

Generative Artificial Intelligence (Gen AI) is not allowed in any coursework.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The Center for Academic Success provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

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

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online Help site. <https://uwgonline.service-now.com/kb>

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article. https://uwgonline.service-now.com/kb?id=kb_article_view&sysparm_article=KB0010788&sys_kb_id=d43c9d3583352a10c1b138426daad39e

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lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: <https://www.usg.edu/policymanual/section6/C2675>

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

Mental Health Support

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

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information. <https://www.westga.edu/isap/ell-resources.php>

PHYS - 1112K - Introductory Physics II

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

PHYS

Course Number* 1112K

Course Title* Introductory Physics II

Long Course Title Introductory Physics II (class and lab)

Course Type*

Physics

Catalog Course Description* An introductory course that will include material from electromagnetism, optics, and modern physics. Elementary algebra and trigonometry will be used.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 2

Credit Hrs* 4

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

If yes, indicate
maximum number of
credit hours counted
toward graduation.* 4

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

Prerequisites PHYS 1111K

Concurrent
Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Is this a General Education course?* ☒ Yes ☐ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☒ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* PHYS 1112K (Introductory Physics II) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences. UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements. Integrating the lecture and laboratory components into the combined PHYS 1112K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics II is evaluated through the analytical components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1112 and 1112L into PHYS 1112K we can more closely align the topics in each which will enhance student comprehension.

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

1. The student will be able to communicate physics ideas and concepts orally and visually.
2. The student will be able to apply scientific reasoning and mathematical calculations to solve problems related to physical applications.
3. The student will be able to understand fundamental physics concepts and their applications, in the following topics: waves, optics, electromagnetism, and modern physics.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 24

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

If yes, what will the fee be?* 80

Fee Justification This is the same as the current fee (PHYS 1112 - \$35 workshop fee and PHYS 1112L - \$45 lab fee). So, there is no new fee.

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

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

PHYS 1112K

Fall 2026

This is a summary of the syllabus (syllabus can be found on the CourseDen)

Instructor: Dr. Ajith DeSilva
Office: TLC 2128
Phone: (678) 839-4089
Email: LDESILVA@westga.edu

Office Hours: TBA

Location and Time: TBA

Class and Lab time:

(This class will meet in three 50 minute sections or two 75 minute sections per week. The lab will meet one time for 1 hour and 50 minutes each week. Based on current estimates, there will be one class and two labs per week to choose from. Some semesters may include an online option with the F2F option.)

PHYS 1112 Lab	Day/Time	Location
Section 1	TBA	TBA
Section 2	TBA	TBA

Required Materials: **Text:** Physics, James S. Walker. Pearson Education
Mastering physics subscription is required, check out “Direct Integration - UWG Student Day One Access Getting Started Guide”

Your professor has partnered with UWG Outfitters to provide the most cost-effective option for you to receive your digital course materials for this course. The material is provided to you through CourseDen as part of UWG's Day One Access program. The cost of the material will be added to your student account. You do not need to look elsewhere for the material. You can opt out of Day One Access before the end of drop/add, but you will be responsible for obtaining the material on your own without the lower discounted rate. Please be on the lookout for a welcome email from UWG Outfitters (email address will be westga@verbasoftware.com) on the first day of class for instructions on accessing the material and opting out. That email will also contain the opt out deadline. Additionally, please take a moment to view the Day One Access FAQs page at https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO

Lab manual is required, PHYS1112Lab Fall 2026 is available in the bookstore.

Calculator: A scientific calculator – capable of computing trigonometric functions and logarithmic function (A nonprogrammable, nongraphing). A plastic ruler and a protractor:

Prerequisite: PHYS 1111 Minimum Grade: C

Co-requisite: NA

CourseDen: D1A access, announcements, assignments, grades will only be available via CourseDen

Email: You can email me with questions or any concerns that you have regarding the class. Please include PHYS 1112K as part of the subject.

Description: An introductory course that will include material from electromagnetism, optics, and modern physics. Elementary algebra and trigonometry will be used.

This is a Core IMPACTS course that is part of the STEM area.

- Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.
- This course should direct students toward a broad Orienting Question: How do I ask scientific questions or use data, mathematics, or technology to understand the universe?
- Completion of this course should enable students in the following area: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.
- Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Inquiry and Analysis, Problem-Solving, Teamwork

Attendance: It's encouraged that you to attend all classes. Your attendance and participation are required to create a fun and successful active learning environment. **Attendance** is required for the lab portion.

Student Learning Outcomes:

- 1) The student will be able to communicate physics ideas and concepts orally and visually.
- 2) The student will be able to apply scientific reasoning and mathematical calculations to solve problems related to physical applications.
- 3) The student will be able to understand fundamental physics concepts and their applications, in the following topics: waves, optics, electromagnetism, and modern physics.

Evaluation:

Components	points
Chapter Exams	35%
Comprehensive Final Exam	20%
Quizzes	10%
HW	10%
Labs	25%
Total	100%

Letter grade breakdown: 90.0 or higher = A, 89.9 – 80.0 = B, 79.9 – 70.0 = C, 69.9 – 60.0 = D, below 59.0 = F

You are expected to read the appropriate chapters before the class.

Week	Lecture Chapter	Labs	Information
1	14	No labs	1 st week of class
2	14	Introduction Lab	
3	19	Electric Fields	
4	19	Capacitors	Exam 1 (chapters 14-19)
5	20	Introduction to Circuits	
6	20	Ohm's Law	
7	21	Resistors	
8	21	Magnetic Field	Exam 2 (chapters 20-21) Last day to withdraw with a grade of W
9	22	Lenz's Law	
10	Break, no classes		
11	22	Standing Waves	
12	23	Reflection/refraction	
13	23	Lenses	Exam 3 (chapters 22-23)
14	26	Young's Double Slit Experiment	
15	26	Atomic Spectra	
16	27	AC Circuits	Exam 4 (chapters 26-27)
17	28	No Labs	Last week of class, GenEd Assessments Final Exam (cumulative, chapter 28 + previous): TBA

Lab report Policy

You must attend the lab class to do that day's Lab Report. For example, if you miss the day we do Lab 4, you cannot do the Lab 4 Report. If you ask your lab partner – or any other student – for their data so that you may do the lab report, that is cheating. If you share your data with another student, that is cheating.

Lab Reports should be your OWN work. Any unauthorized photocopied, pictures, and/or duplicated lab reports is considered cheating for both parties. There are no group lab reports!

Any confirmed instance of cheating will be taken seriously. You will receive a zero for the assignment and may have your grade lowered by a letter or even fail the class.

All occurrences of cheating will be reported to the University.

Generative Artificial Intelligence (Gen AI) is not allowed in any coursework.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

Academic Support

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Engineering Science, B.S.

2026-2027 Undergraduate New Program Request

General Information

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Desired Effective
Semester* **Fall**

Desired Effective
Year* **2026**

Program Type* ☒ Degree Program
☐ Embedded Certificate
☐ Stand-Alone Certificate
☐ Endorsement
☐ Minor

If embedded, please
list the parent
program.

Routing Information

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School/ Department*

School of Field Investigations and Experimental Sciences

Is this a School of Nursing or School of Communication, Film and Media course?*☐ Yes☒ No**Is this a College of Education Program?***☐ Yes☒ No**Is the addition/ change related to core, honors, or XIDS courses?***☐ Yes☒ No**Is this an Accelerated Bachelors to Masters program related proposal?***☐ Yes☒ No

Program Information

Program Type*

Bachelor

Program Name*

Engineering Science, B.S.

Degree Type*

Bachelor of Science

Program Description*

The B.S. in Engineering Science is an interdisciplinary program that provides a strong foundation in physics, chemistry, mathematics, and core engineering principles, preparing graduates for diverse technical and managerial careers. Students gain hands-on experience through laboratory work, makerspace projects, and industry internships, developing practical skills in design, analysis, and problem-solving.

This flexible degree allows students to tailor their education with electives and optional minors in areas such as Chemistry, Physics, Management, or Public Administration. Graduates are equipped for roles in manufacturing, quality control, facilities management, public works, and project leadership.

Program Location*

Carrollton

Status*☒ Active-Visible☐ Inactive-Hidden

How will the proposed program be delivered?*

- ☒ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- ☐ Hybrid - A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- ☐ Online - A program of student which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- ☐ On Campus or Hybrid
- ☐ On Campus or Online
- ☐ Hybrid or Online
- ☐ On Campus or Hybrid or Online

Curriculum Information

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

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

Type of Program*

- ☒ Program
- ☐ Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

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

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

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

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

Step 2

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

**Prospective
Curriculum*****Core IMPACTS Specific to this major: 42 Hours**

[Before] Students should take MATH 1113 in Mathematics and Quantitative Skills and (MATH 1501 or MATH 1634) and (CHEM 1111 and CHEM 1111L) and (CHEM 1112 and CHEM 1112L) in Technology, Mathematics, and Sciences.

MATH 1113 Precalculus

MATH 1501 Calculus I

[After] or

MATH 1634 Calculus I

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

[After] or

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

[After] or

CHEM 1212K Principles of Chemistry II and Lab

[After] Other options are available, please see an advisor for details; however, selection of other options in IMPACTS will lengthen time to graduation.

Field of Study - Major Specific Courses: 18 Hours

MATH credit from Core IMPACTS Area M and Core IMPACTS Area T

MATH 1113 - Precalculus 3.0 - 4.0 Credit Hours (1 of 4)

MATH 1634 - Calculus I 4 Credit Hours (1 of 4)

ENGR 1101 Introduction to Makerspace

GEOL 1121 Exploring Earth

GEOL 1121L Exploring Earth Laboratory

MATH 1401 Elementary Statistics

[After] or

MATH 2644 Calculus II

[Before] Physics I Requirement

4

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

[After] or

PHYS 1211K Principles of Physics I w/lab

[After] or

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

[After] or

PHYS 2211K Principles of Physics I w/lab

[Before] Physics II Requirement

4

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

[After] or

PHYS 1212K Principles of Physics II with
Laboratory

[After] or

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

[After] or

PHYS 2212K Principles of Physics II w/lab

Required Courses: 44 Hours

ENGL 3405 Professional and Technical Writing
ENGR 2101 Intro to Engineering Design
ENGR 3101 Engr Economics and Quality
ENGR 4101 Senior Design and Prototyping
CHEM 3201B Special Topics in Chemistry B
CHEM 3310K Analytical Chemistry
CHEM 3550L Physical Chemistry Laboratory
GEOL 3014 Mineralogy and Crystallography
MGNT 3400 Introduction to Project Management
PHIL 3320 Technology and Human Values
PHYS 3115 Applied Mechanics
PHYS 4415 Fundamentals of Materials
PHYS 4985 Special Topics in Physics
[Before] Experiential Learning Requirement
CHEM 4083 Faculty Directed Research
[After] or
PHYS 4683 Physics Research
[After] or
ENGR 4086 Internship

Electives: 15-16 Hours

[Before] Students are encouraged to complete a minor in Chemistry, Physics, Management, or Public Administration for the elective requirement.

Any 3XXX or 4XXX level ASTR, BIOL, GEOG, GEOL, CHEM, PHYS course may be applied.

CS 1300 Introduction to Computing

[After] Some 1XXX and 2XXX courses can count with approval from the program coordinator. MATH 1111 may not count in electives.

Justification and Assessment

Rationale* The B.S. in Engineering Science addresses a critical workforce need for professionals who combine technical engineering knowledge with managerial skills. This interdisciplinary program prepares graduates for high-demand roles in manufacturing, quality control, and public works, aligning with Georgia's STEM workforce strategies and regional economic growth priorities.

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

1. Apply knowledge and skills from multiple STEM disciplines to work ethically and collaboratively in professional environments.
2. Apply current and evolving technologies and methodologies to real-world innovation, design, and improvement.
3. Lead and participate in multidisciplinary teams, showing initiative and responsibility in professional settings.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

**Check all that apply
to this program***

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☒ None of these apply

SACSCOC Comments New Program with 25-49% New Content

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

Program Map* ☒ I have attached the Program Map.

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

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

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

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

FINAL ACTION: After reviewing the proposal, you must make a decision on your proposal. Select the **Yes** or **No** button in the **Proposal Toolbox** to make your decision.

**B.S.
Engineering Science**

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
1.Students will demonstrate the ability to define, apply technical, scientific, or mathematical knowledge, and solve problems relevant to the discipline.	Relevance	Capstone Project Final - Rubric categories related to Defining, Applying Knowledge, and Solving problems relevant to the discipline.	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point scale.					
2. Students will demonstrate the ability to conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.	Relevance	Capstone Project Final - Rubric categories related to experimental design, data analysis, and conclusions	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point scale.					
3. Students will demonstrate the ability to design a system, experiment, process, or simulation for the intended purpose.	Relevance	Capstone Project Final - Rubric categories related to design process, effectiveness, and validation	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point scale.					
4. Students will demonstrate the ability to communicate	Relevance	Capstone Project Final - Rubric categories related to organization technical accuracy, and audience	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point					

effectively with a range of audiences.	Relevance	Capstone Project Oral Presentation	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point					
5. Students will demonstrate the ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts	Relevance	Capstone Project Final - Rubric categories related to ethical considerations and broader impacts	At least 80% of students will achieve a rubric score of Exemplary (4) or Proficient (3) on a four-point					
6. Students will demonstrate the ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.	Relevance	Capstone Project Team Peer Evaluations survey	75% of the students (4) agree or (5) strongly agree that their team operated effectively on a 5-point scale.					

Engineering Sciences		120	Pre-requisite/Co-requisite
Core IMPACTS (42)			
I: COMM 1110 Public Speaking	3		
I: XIDS 2002 What do you really know about: xx (Special Topics)	1		
M: MATH 1113 Pre-calculus	4	Pre-requisite: MATH 1101 or MATH 1111	
P: HIST 2111 US History I or HIST 2112 US History II	3		
P: POLS 1101 American Government	3		
A: Humanities (6)	6		
C: ENGL 1101 English Composition I	3		
C: ENGL 1102 English Composition II	3	Pre-requisite: ENGL 1101	
T: CHEM 1211 Principles of Chemistry I	3	Co-requisite: CHEM 1211L and MATH 1113 or MATH 1112	
T: CHEM 1211L Principles of Chemistry I Lab	1	Co-requisite CHEM 1211	
T: CHEM 1212 Principles of Chemistry II	3	Co-requisite: CHEM 1212L; Pre-requisite: CHEM 1211/L and MATH 1113, MATH 1112, or MATH 1111	
T: CHEM 1212L Principles of Chemistry II Lab	1	Co-requisite CHEM 1212	
T: MATH 1634 or MATH 1501(4) - Calculus I	4	Pre-requisite: MATH 1113 or MATH 1112	
S: HIST 1111 Survey of World History/Civilization I or HIST 1112 Survey of World History/Civilization II + one Social Science	6		
Field of Study (18)			
1 Hour from M	1		
1 Hour from T	1		
ENGR 1101 - Introduction to Makerspace (0,2,1)	1	NEW	
PHYS 1111 Introductory Physics I or	3	Pre-requisite: MATH 1634 or MATH 1113 or MATH 1112	
PHYS 2211 Principles of Physics I		Pre-requisite: MATH 1634	
PHYS 1111L or PHYS 2211L	1	Co-requisite: PHYS 1111 or PHYS 2211	
PHYS 1112 Introductory Physics II or	3	Pre-requisite: PHYS 1111	
PHYS 2212 Principles of Physics II		Pre-requisite: PHYS 2211	
PHYS 1112L or PHYS 2211L	1	Co-requisite: PHYS 1112 or PHYS 2212	
MATH 2644 Calculus II (4) or MATH 1401 Elementary Statistics (3)	3	Pre-requisite: MATH 1634 or MATH 1501	
GEOL 1121/L Exploring Earth	4		
Major Courses (44)			
ENGR 2101 - Introduction to Engineering Design (2,2,3)	3	NEW Pre-requisite ENGR 1101	
ENGR 3101 - Engineering Economics and Quality (3,0,3)	3	NEW Pre-requisite MATH 1401 or MATH 1501 or MATH 1634	
GEOL 3014 - Mineralogy and Crystallography	4	Pre-requisite: GEOL1121/L and CHEM 1211	
CHEM 3550L - Physical Chemistry Lab	2	Co-requisite: PHYS 2212 or PHYS 1112; Pre-requisite: CHEM 1212/L and MATH 2644	
CHEM 3310K - Analytical Chemistry	4	Pre-requisite: CHEM 1212/L and MATH 1634 or MATH 1501	
CHEM 3201B - Survey of Materials Chemistry	3	Pre-requisite: CHEM 1212/L	
PHYS 3115 - Applied Mechanics	3	NEW Prerequisite: PHYS 1112 or PHYS 2212	
PHYS 4985 - SPTP: Modern Physics for Engineers	3	NEW Prerequisite: PHYS 1112 or PHYS 2212	
PHYS 4415 - Fundamental of Materials	3	NEW Prerequisite: PHYS 1112 or PHYS 2212	
MGNT 3400 - Introduction to Project Management	3		
ENGL 3405 - Professional and Technical Writing	3		
PHIL 3320 - Technology and Human Values	3		
ENGR 4086 - Internship or CHEM 4803 or PHYS 4683 Research	3	NEW Pre-requisite permission of the program coordinator	
ENGR 4101 - Senior Design and Prototyping (3,3,4)	4	NEW Pre-requisite ENGR 3101 and MGNT 3400	
Electives (15-16)		Notes	
Five courses (at least 12 hours must be from 3000 or 4000 level courses)	15/16	Recommended CS 1300 - Introduction to Computing	NOTE:
Earn a minor in Chemistry		MATH 1111 College Algebra cannot be counted	
		Chemistry Minor (CHEM 2411+L, CHEM 3201C - Polymer Chemistry, CHEM 3201C - Green Chemistry, CHEM 3522, CHEM 4610)	
Earn a minor in Physics		Physics Minor (PHYS 3013, PHYS 3113, PHYS 3213, PHYS 3313, PHYS 3510, PHYS 3513, ASTR 3133W, PHYS 3513, PHYS 3613, PHYS 3813, PHYS 4624)	
Earn a minor in Public Administration		POLS 1101 - American Government; POLS 4200 - Principles of Public Administration, and four electives. 15 credits	
Earn a minor in Management		A minor in Management requires 15 total hours. Students will take BUSA 2106 and MGNT 3600. Students may then select 9 hours from courses in the Management Department at the 3000 or 4000 level.	

Below is a **Peer Reflection Survey** specifically designed to assess **Outcome 6** using a **5-point Likert scale**. The wording is appropriate for **senior design / capstone teams**, aligns with **ABET expectations**, and can be used for **formative or summative assessment**. You can administer it anonymously to improve candor.

Senior Design Peer Reflection Survey

Outcome 6: Teamwork and Professional Collaboration

Purpose

This survey is intended to assess each team member's ability to function effectively on a team that establishes goals, plans tasks, meets deadlines, and analyzes risk and uncertainty. Please evaluate each teammate honestly and professionally based on observed behaviors during the project.

Rating Scale

Please indicate how strongly you agree with each statement:

- 1 – **Strongly Disagree**
 - 2 – **Disagree**
 - 3 – **Neither Agree nor Disagree**
 - 4 – **Agree**
 - 5 – **Strongly Agree**
-

Section A: Goal Setting and Planning

- 1. This team member actively contributed to establishing clear project goals.
 - 2. This team member participated in planning tasks and defining roles and responsibilities.
 - 3. This team member helped develop timelines or milestones to guide project progress.
-

Section B: Task Execution and Accountability

- 4. This team member completed assigned tasks on time.
- 5. This team member completed work at a level of quality appropriate for a senior design project.

6. This team member took responsibility for their work and followed through on commitments.
-

Section C: Collaboration and Communication

7. This team member communicated effectively with other team members.
 8. This team member was receptive to feedback and differing viewpoints.
 9. This team member contributed constructively to team discussions and decision-making.
-

Section D: Risk, Adaptability, and Problem Solving

10. This team member helped identify potential risks or challenges in the project.
 11. This team member adapted effectively when project requirements or constraints changed.
 12. This team member contributed to resolving problems or uncertainties as they arose.
-

Section E: Professionalism and Team Dynamics

13. This team member demonstrated professionalism and respect toward others.
 14. This team member contributed positively to team morale and overall functioning.
 15. Overall, this team member functioned effectively as part of the project team.
-

Optional Reflection (Open-Ended)

16. What was this team member's **most significant contribution** to the team?
 17. In what ways could this team member **improve their effectiveness** on future team projects?
-

Optional Instructor Use (Not Visible to Students)

- **Scoring Recommendation:**
 - Compute an average score per student across Items 1–15

- Map to performance levels (e.g., 4.5–5.0 = Exemplary; 3.5–4.4 = Proficient, etc.)
 - Can be combined with:
 - Individual reflection memo
 - Team charter evidence
 - Faculty observation
-

2026-27 Program Map – Engineering Science B.S.					
YEAR 1					
TERM 1			TERM 2		
Course	Credits		Course	Credits	
ENGL 1101	3		ENGL 1102	3	
MATH 1113	4		MATH 1634 or MATH 1501	4	
XIDS 2002	1 or 2		CHEM 1212/1212L	4	
CHEM 1211/1211L	4		Core (A, S, P)	3	
ENGR 1101	1		COMM 1110	3	
SEMESTER TOTAL	13 or 14		SEMESTER TOTAL	17	
Milestones			Milestones		
- Complete ENGL 1101 C or better - Complete Precalculus (MATH 1113)			- Complete ENGL 1102 C or better - Complete Calculus I (MATH 1634) over the summer in order to start PHYS sequence in the fall, if needed.		
YEAR 2					
TERM 1			TERM 2		
Course	Credits		Course	Credits	
PHYS 1111/1111L or 2211/2211L	4		PHYS 1112/1112L or 2212/2212L	4	
MATH 1401 or MATH 2644	3 or 4		CHEM 3310K	4	
ENGR 2101	3		PHIL 3320	3	
GEOL 1121/1121L	4		Core (A, S, P)	3	
SEMESTER TOTAL	14 or 15		SEMESTER TOTAL	14	
Milestones			Milestones		
			Complete Principles of Physics sequence		

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
PHYS 3115	3		CHEM 3201B	3
PHYS 3505	3		ENGL 3405	3
CHEM 3550L	2		ENGR 3101	3
GEOL 3014	4		PHYS 4415	3
MGNT 3400	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Internship / Research	3		ENGR 4101 Senior Design...	4
Elective	3		Elective	3
Elective	3		Elective	3
Core (A, S, P)	3		Core (A, S, P)	3
Core (A, S, P)	3		Core (A, S, P)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			Milestones	

Senior Design Project – Final Report Rubric Example

Performance Levels

- **Exemplary (4)** – Exceeds expectations for senior-level work
 - **Proficient (3)** – Meets expectations
 - **Developing (2)** – Partially meets expectations
 - **Beginning (1)** – Does not meet expectations
-

Outcome 1: Problem Identification, Formulation, and Solution

Students will demonstrate the ability to define, apply technical, scientific, or mathematical knowledge, and solve problems relevant to the discipline.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Problem Definition	Clearly defines a well-scoped, broadly defined technical/scientific problem with relevant constraints and assumptions	Defines the problem adequately with minor gaps in scope or constraints	Problem is stated but lacks clarity, justification, or appropriate scope	Problem is unclear, poorly defined, or not technically grounded
Application of Knowledge	Appropriately and effectively applies relevant mathematics, science, and technical knowledge to solve the problem	Applies appropriate knowledge with minor errors or omissions	Limited or inconsistent application of relevant knowledge	Little to no appropriate application of disciplinary knowledge
Solution Approach	Solution method is logical, justified, and well-supported	Solution approach is reasonable but may lack full justification	Solution approach is flawed or incomplete	Solution is inappropriate or missing

Outcome 2: Experimentation, Data Analysis, and Interpretation

An ability to conduct experiments or test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Experimental/Test Design	Experiments or tests are well-designed, controlled, and clearly aligned with objectives	Experimental design is appropriate but may lack full rigor or justification	Experimental design is weak or only partially aligned	No meaningful experimentation or testing
Data Analysis	Data are analyzed correctly using appropriate methods; results are clearly presented	Data analysis is mostly correct with minor errors or omissions	Data analysis is superficial or partially incorrect	Data are unanalyzed or incorrectly interpreted
Interpretation & Conclusions	Conclusions are well-supported by data and demonstrate strong scientific judgment	Conclusions are generally supported by data	Conclusions are weakly supported or overly generalized	Conclusions are unsupported or absent

Outcome 3: Design for Intended Purpose

An ability to design a system, experiment, process, or simulation for the intended purpose.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Design Process	Uses a systematic design process with clear requirements, constraints, and trade-off analysis	Design process is evident but limited in scope or analysis	Design process is informal or minimally documented	Design process is unclear or absent

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Functionality & Effectiveness	Design meets or exceeds intended purpose and constraints	Design meets most requirements	Design partially meets intended purpose	Design fails to meet intended purpose
Validation	Design is thoroughly validated through testing, simulation, or analysis	Design is partially validated	Minimal or informal validation	No validation provided

Outcome 4: Communication

An ability to communicate effectively with a range of audiences.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Written Organization & Clarity	Report is well-organized, clear, concise, and professional	Report is clear and organized with minor issues	Report lacks clarity or logical flow	Report is poorly organized and difficult to understand
Technical Accuracy	Accurate use of technical language, figures, and references	Mostly accurate with minor errors	Frequent inaccuracies or unclear explanations	Major technical inaccuracies
Audience Awareness	Communication is well-tailored to both technical and non-technical audiences	Some consideration of audience	Limited consideration of audience	No evidence of audience awareness

Outcome 5: Ethics and Impact

An ability to understand ethical and professional responsibilities and the impact of technical/scientific solutions in global, economic, environmental, and societal contexts.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Ethical Considerations	Clearly identifies relevant ethical and professional issues and addresses them thoughtfully	Identifies ethical issues with limited depth	Mentions ethics superficially	Does not address ethical considerations
Broader Impacts	Provides insightful analysis of global, economic, environmental, and societal impacts	Addresses broader impacts adequately	Limited discussion of impacts	No discussion of broader impacts

Outcome 6: Teamwork

An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Planning & Task Management	Clear goals, timelines, role assignments, and contingency planning	Evidence of planning and task assignment	Limited planning or uneven workload	Little or no planning evident
Collaboration & Accountability	Team works cohesively with documented contributions and accountability	Team collaboration is generally effective	Uneven participation or coordination	Teamwork is ineffective or undocumented
Risk & Uncertainty Analysis	Risks and uncertainties are clearly identified, analyzed, and mitigated	Some risks identified with limited mitigation	Minimal recognition of risk	No consideration of risk or uncertainty

Optional Scoring Recommendation

- Each outcome weighted equally **or** aligned with program priorities
 - Final Report Score = Average of Outcomes 1–5
 - Outcome 6 may be supplemented with:
 - Peer evaluation
 - Individual reflection memo
-

COURSE		PL-SLO 1	PL-SLO 2
		Students will demonstrate the ability to define, apply technical, scientific, or mathematical knowledge, and solve problems relevant to the discipline.	An ability to conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.
1	CHEM 1211	I	
2	CHEM 1211L		I
3	CHEM 1212	I	
4	CHEM 1212L		I
5	MATH 1113	I	
6	MATH 1634	I	
7	MATH 1401	I	
8	MATH 2644	R	
9	PHYS 1111/2211	I	
10	PHYS 1111L/2211L		I
11	PHYS 1112/2212	I	
12	PHYS 1112L/2112L		I
13	GEOL 1121	I	
14	GEOL 1121L		I
15	GEOL 3014	R	
16	CHEM 3550L	R	R
17	CHEM 3310K	R	R
18	CHEM 3201B	R	
19	PHYS 3115	R	
20	PHYS 3505	R	
21	PHYS 4415	M	
22	ENGR 1101	I	
23	ENGR 2101	R	
24	ENGR 3101		R
25	ENGR 4086 (Internship)	M (A)	M (A)

26	ENGR 4101 (Sr Design)	M (A)	M (A)
27	MGNT 3400		
28	ENGL 3405		

PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6
An ability to design a system, experiment, process, or simulation for the intended purpose.	An ability to communicate effectively with a range of audiences.	An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.	An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
	R		
R			
R			
	R		
	R		
I	I	I	I
R	R	R	R
	R	R	R
M (A)	M (A)	M (A)	M (A)

M (A)	M (A)	M (A)	M (A)
	R	R	R
	M		

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Spring 2025

Points of Contacts

Dr. Dana Nichols, Vice Chancellor for Academic Affairs & Student Success, dana.nichols@usg.edu

Dr. Laura Lynch, Associate Vice Chancellor for Academic Programs & Policies, laura.lynch@usg.edu

Additional guidance and templates as well as the change history for this document is available at https://www.usg.edu/academic_programs/new_program_review.

A. OVERVIEW

1. Institution Name: University of West Georgia
2. School/College: Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences
3. Academic Department: School of Field Investigations and Experimental Science
4. Degree Name: Bachelor of Science in Engineering Science

5. Degree Acronym: **BSES**

6. Major: **Engineering Science**

7. CIP Code (8 digit): **14.130100 Engineering Science**

Please use 00 for the last 2-digit extension unless using the same CIP code for similar institutional program.

8. Delivery Mode: Mark all that apply.

- ☒ ON CAMPUS: A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center or instructional site. (Consistent with SACSCOC requirements concerning notification of changes in delivery mode.)
- ☐ HYBRID: A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center or instructional site.
- ☐ ONLINE: A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

9. For On Campus or Hybrid programs, where will the program be offered? Mark all that apply.

- ☒ Main campus
- ☐ Branch Campus or other Off Campus Instructional site: (Specify Here)

10. Anticipated Semester and Year of Initial Student Enrollment: **Fall 2026**

11. Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

No Applicable - Not pursuing ABET accreditation

12. Specify SACSCOC requirements. Check with your SACSCOC Liaison and mark all that apply.

- ☐ Substantive change requiring notification only¹
- ☐ Substantive change requiring approval prior to implementation²
- ☐ Level Change³
- ☐ None

13. Enter the number of credit hours required to complete the degree program, excluding any institutional requirements such as physical education activity/basic health or orientation courses.

Required Program Hours: 120 hours

- a. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements) as prescribed by the University System of Georgia?

See the Academic and Student Affairs Handbook Section [2.3.5 Degree Requirements](#).

- ☒ No
- ☐ Yes (If yes, explain the rationale for the request in the space below)

B. PROGRAM ALIGNMENT

14. How does the program align with the [USG System Wide Strategic Plan](#)?

The University System of Georgia is committed to becoming the leading higher education system in the nation by driving prosperity for individuals, the state, and the country through education, research, engagement, and innovation. The proposed interdisciplinary degree in Engineering Science aligns closely with this vision by preparing students for high-demand, rewarding careers that leverage skills in mathematics, science, and engineering.

This program not only empowers individuals with practical, marketable expertise but also strengthens the workforce in Georgia—particularly in the western region—by supplying well-trained professionals equipped to meet regional and statewide needs.

15. How does the program align with your institutional mission, and the function of institutions in your institution's sector as outlined in [Board Policy 2.8](#)?

¹ See page 42 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 41 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 20 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

The mission of UWG is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. Academic engagement requires providing a broad range of programs that are tailored to each student. Engineering Sciences would fill a gap that exists in our academic degree paths. We are interested in offering a more applied science degree that encompasses engineering, biological, chemical, mathematical, and physical sciences with the arts, humanities, social sciences, and the professions skills to tackle the most demanding challenges and advance the well-being of global society. The unique knowledge and interdisciplinary skill set of engineering scientists allows them to merge multidisciplinary resources to propose and develop innovative, enduring solutions and transform the latest scientific discoveries into enabling new technologies.

This program also aligns with the university's Quality Enhancement Plan (QEP) "Career readiness through experiential learning." This program will enhance students' career readiness with hands-on project-based learning and industry internships.

16. How does the program fit with the current strengths and overcome existing gaps of the department(s)/unit(s) that will coordinate this program? What was the impetus for this program? Consider current program offerings, course offerings, faculty expertise, and available resources.

Engineering Science emphasizes the broad application of mathematical and scientific principles to analyze and solve engineering challenges. At UWG, our strong programs in science and mathematics provide a solid foundation for this interdisciplinary degree. The proposed program will complement existing offerings by providing students with a more applied pathway that prepares them for diverse careers in science and engineering-related fields.

Currently, students seeking an applied focus often transfer to other institutions through the Regents Engineering Pathway Program (REPP). This new degree would allow those students to remain in the western region of Georgia, helping to retain talent in an area where their skills are in high demand.

C. NEED

17. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? This should be based on enrollment patterns, local needs, and the labor market. If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program.
 - *If the program is proposed to be online, the service area should be the entire state of Georgia.*
 - *Click [here to access the MEDLI tool](#) for identifying workforce demand within a 50-mile radius of the institution's main campus.*

The program's primary service area includes areas within 50 miles of campus.

01 - Northwest GA
04 – Cobb
05 – Dekalb
06 – Fulton
07 – Atlanta Region
08 – 3 Rivers (includes Carrollton)

C1. WORKFORCE DEMAND

18. Based on the program's service area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from NCES, but additional SOC codes can be selected with rationale. For each SOC Code/Occupation listed below, please specify if this degree will allow students to go directly into the occupation or if additional education is required before entering the occupation. If data for the service area is not available, then use state- or national-level data. **Only list the jobs for which the program actively prepares students for that career.**

Possible resources:

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from USG Academic Affairs office.
- Using [data from O*-Net](#), identify the median salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

SOC Code & Occupation	Additional education required for entry level?	Current Employment	Annual Openings	% Growth over Five Years	Median Salary (O-Net data)
11-9041, Architectural and Engineering Managers	No	212,500	14,500 220 GA	3-4% 10% GA	167,740
17-2199, Engineers, All Other	No	158,800	9,300 340 GA	1-2% 10% GA	117,750
25-1032, Engineering Teachers, Postsecondary	Yes	50,300	4,100	7%	106,120
10-3051 Quality Control Systems Managers (Manufacturing)	No	241,900	17,100	1-2%	121,440
13-1082 Project Management Specialists	No	1,406,300	78,200	5-6%	100,750

Rationale for selected SOC Codes: SOC Codes should only be included if the proposed program will explicitly prepare students for such a career. Please address how the selected SOC Codes/Occupations will align with employment demand in the service area.

The proposed B.S. in Engineering Science (CIP 14.1301) at UWG is designed to prepare graduates for technical and managerial roles in engineering, manufacturing, and related industries, making it highly relevant to the SOC Code 10-3051: Quality Control Systems Managers and 13-1082: Project Management Specialists.

Manufacturing Managers need a strong understanding of engineering principles, manufacturing processes, and quality assurance standards. The program provides:

19. Core STEM Knowledge: Rigorous coursework in physics, chemistry, mathematics, and engineering principles ensure graduates can analyze and optimize production systems.
20. Applied Engineering Skills: Hands-on experience in laboratories and makerspaces (e.g., UWG's "The Garage") develops practical skills in design, testing, and troubleshooting—critical for managing quality systems.

While not mandatory, the program encourages students to pursue certifications such as:

21. ASQ (American Society for Quality) for quality management principles.
22. PMP (Project Management Professional) for project oversight and process improvement. These credentials complement the degree and align with employer expectations for Quality Control Systems Managers.

C2. SUPPLY

23. Target Market.
24. Who is the target market/audience for recruitment into this program? Include any special populations this program may target, including alumni, non-traditional (e.g., working adults, veterans), and underrepresented populations of students.

The proposed B.S. in Engineering Science responds to strong demand from government agencies, industry partners, and prospective students for graduates with applied technical expertise. This program will attract new students to UWG while providing a retention pathway for current STEM-focused students who seek a more application-oriented degree. Underrepresented populations including minority and women will be targeted.

25. Who are the specific partners you are working with to reach your target market and create a career pipeline with this program. Describe the partnerships. (For example, internal pipelines, high schools, career academies, institutions of higher education, employers, community partnerships, professional associations).

We will work with recruiting to highlight this degree at high school college fairs and recruiting events. We will create transfer pathways from regional state and technical colleges. We will also create events that highlight the program and bring prospective students to campus events like summer camps and student tours.

26. Are there any similar programs at your own institution? This includes programs with similar/same course content (beyond general education).

☒ No

☐ Yes *(Provide additional information below about the program(s) including the percentage of similar/same coursework and any opportunities there may be for synergy/collaboration between programs.)*

27. Do any other USG higher education institutions in close proximity or sector service area offer a similar program? Look at 4-digit CIP Codes in the [CAAP](#) to identify similar programs.
- ☒ No
- ☐ Yes (Provide a rationale below for the institution to offer the program.)

No other USG institutions offer CIP Code 14.13 Engineering Science degrees. Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, and the University of Georgia offer specific engineering degrees, while none offer a broad, applied engineering science degree.

Emory University offers a Bachelor of Science in Engineering Science; however, the CIP code is 40.0101 General Physical Sciences.

28. Using IPEDS data, list the supply of graduates in similar programs in the service area. Use the 4-digit CIP Code to identify similar programs, and include programs at your institutions, at USG institutions, and at non-USG institutions within the service area.

Consider also programs/institutions that recruit within your service area. If your institution is near a border, this may include programs/institutions in border states.

Similar Programs	CIP Code	Supply ⁴ (Graduates/Completers)	Institutions
Engineering Science	40.0101 - General Physical Sciences	Not found	Emory University

C3. ANALYSIS OF DATA

29. Based on the data provided above, discuss how this program will help address a need or gap in the labor market? To what extent does the program align with talent demand or workforce strategies for the service area?

If any workforce letters of support, surveys or other qualitative indicators are being supplied to support the need, this should also be addressed here.

The proposed B.S. in Engineering Science fills a critical gap in the regional labor market by producing graduates who combine technical engineering knowledge with managerial and problem-solving skills. West Georgia's manufacturing sector and public works agencies have reported a shortage of professionals capable of overseeing quality control systems, ensuring regulatory compliance, and managing process improvements. Graduates will be prepared for roles such as quality control systems managers, facilities managers, and project managers—positions that are essential for sustaining industrial growth and infrastructure development in Georgia. The program also

⁴ Supply = Number of program graduates last year within the service area

aligns with state and regional workforce strategies focused on expanding STEM talent pipelines and supporting advanced manufacturing.

D. CURRICULUM

30. List program-specific goals (objectives) and specific student learning outcomes for the program.

Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years after graduation. Program educational objectives are based on the needs of the program's constituencies.

31. Apply knowledge and skills from multiple STEM disciplines to work ethically and collaboratively in professional environments.
32. Apply current and evolving technologies and methodologies to real-world innovation, design, and improvement.
33. Lead and participate in multidisciplinary teams, showing initiative and responsibility in professional settings.

Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

34. An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
35. An ability to conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.
36. An ability to design a system, experiment, process, or simulation for the intended purpose.
37. An ability to communicate effectively with a range of audiences.
38. An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
39. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

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

- Include course: *prefixes, numbers, titles, and credit/contact hour requirements*
- For undergraduate programs, specify *pre/co-requisites*
- Indicate the word "new" beside new courses

41. Provide a curriculum map that aligns the program learning outcomes to the courses within the major (excluding Core IMPACTS and general electives). Specify if courses are required or elective.

Key:
I: Introduced
R: Reinforced
M: Mastered
A: Assessment performed

42. Describe the assessment plan for program learning outcomes. You may also describe other aspects of the overall assessment plan that will be used for ongoing program reviews.

Each degree program is required to evaluate as part of a [comprehensive program review process](#) the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review should occur at least every 7 years for undergraduate programs and at least every 10 years for graduate programs. It should include both quantitative and qualitative data, including assessments of students in the program as well as after they graduate, such as employment and placement rates, student or employer surveys, or other assessments of graduate outcomes. The plan must also describe how this data will be used.

43. Using data from O*-Net, identify at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the primary SOC Code/Occupation. Choose ones that are more specific, appropriate, and important to the occupation (e.g., quality control analysis) and not general skills (e.g., reading comprehension). How will this program address those career skills? Specify courses and activities that will help students develop these career skills.

Primary SOC Code: 10-3051 Quality Control Systems Managers (Manufacturing)

<https://www.onetonline.org/link/summary/11-3051.01>

Technology Skills and KSAs	Courses and Activities
T1. Analytical or scientific software	Minitab or similar is used in Elementary Statistics and Engineering Economics and Quality
T2. Project management software	MS Project is used in Project Management and Senior Design
T3. Process mapping and design software	Utilizing Visio and process mapping will be an assignment in Engineering Economics and Quality
K1. Production and Processing	Introduction to Makerspace, Senior Design and Prototyping will have students fabricate products using 3D printers, laser cutters, and hand tools
K2. Chemistry	Physical Chemistry Lab, Analytical Chemistry and Lab, Survey of Materials Chemistry

K3. Engineering and Technology	Intro to Engineering Design, Senior Design and Prototyping
S1. Judgement and decision making	Considering the relative costs and benefits of potential actions to choose the most appropriate one in Engineering Economics and Quality and Senior Design
S2. Complex Problem Solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions is incorporated in Senior Design and Prototyping
S3. Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
A1. Written Expression	Writing project proposal, evaluation of alternatives, and final report in Senior Design; coursework in Professional and Technical Writing
A2. Mathematical Reasoning	Pre-calculus, Calculus, Elementary Statistics
A3. Deductive Reasoning	The ability to apply general rules to specific problems to produce answers that make sense.

44. Which High Impact Practices⁵ (HIPs) will faculty embed into the program? Mark all that apply.

High Impact Practice	Program Requirement	Program Elective
Capstone Courses and Projects	Yes	
Collaborative Assignments and Projects	Yes	
Common Intellectual Experiences		
Study Abroad/Study Away/Global Learning		
ePortfolios		
First-Year Seminars and Experiences	Yes	
Internships, Work Based Learning		Yes
Learning Communities		
Service Learning, Community Based Learning		
Undergraduate Research		Yes
Writing-Intensive Courses		

For each of the HIPs selected above, give specific examples of activities and/or assignments and when students will be expected to engage in them.

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

- Capstone Courses and Projects – Engineering Senior Design is a semester long class where students will engage in a group project inspired by a real industry project. The course will involve a project proposal/definition and a final project summary. The students will be asked to integrate topics throughout the curriculum to solve the problem.
- Collaborative Assignments and Projects -
- First-Year Seminars and Experiences – First year students will participate in a course “Introduction to Makerspace” where the students will engage in hands-on projects creating items for a specific purpose that utilizes tools in the maker space.
- Internships, Work Based Learning – A student will have the opportunity to complete a semester long internship for 3-credits of course work. The internship will be supervised by a faculty member and an

⁵ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

industry supervisor. The student will present a written or oral summary of the internship and a reflection of the experience and the relationship to the learning outcomes set for the course.

- Undergraduate Research – A student will have the opportunity to complete a semester long independent research experience supervised by a faculty member. The student will participate in an oral or poster presentation at UWG's Scholar Day or a professional conference.
-

45. Will other innovative pedagogies in the curriculum be used to make this program attract students and help them succeed (e.g., problem-based learning)? Provide specific examples of activities associated to these pedagogies.

46. Provide a **sample program map** demonstrating how students will progress through the curriculum (e.g., first semester courses).

Questions to guide the development of this map:

- *Is it doable within the standard time expected for the degree (e.g., four years for a bachelor's degree)?*
- *What is the average number of credits a student at your institution takes?*
- *Are prerequisite/corequisite courses scheduled before/at the same time?*
- *Are there courses that should or should not be taken together?*
- *Are you placing courses in a semester in which the institution is planning be offered? Discuss potential offerings with department chair*

47. What monitoring strategies and resources will you employ to ensure students, both traditional and non-traditional, will progress? (e.g., strategies for bottleneck courses, intrusive advising, supplemental instruction, tutoring, etc.)

48. Prior Experiences.

49. How many credits can students transfer in from other institutions, beyond general education?

50. Will there be opportunities for credit for prior learning, beyond general education? If yes, please explain.

Prior Learning is an umbrella term that includes things like [credit by examination](#) (e.g., AP, CLEP, DANTES) and credit earned through portfolio assessment for non-academic work such as work experience or microcredentials. [eCampus](#) and [Georgia Southern](#) have great webpages that describe these options.

The program will comply with UWG's transfer credit policies. Beyond general education, courses will be evaluated by faculty experts for an appropriate match of the learning outcomes, topics, and rigor for the award of transfer credit. There may be some opportunities for Prior Learning Assessment if a student presents a portfolio of work to be evaluated.

51. Will the program offer courses from any USG collaboratives?

Mark all that apply. Provide a letter of support from applicable initiatives' leadership if your institution is not already part of the selected Collaboratives' MOU.

☐ [eCore](#)

☐ [FinTech](#)

☐ [eMajor](#) Programs/Courses

☐ [Georgia Film Academy](#)

☐ [USG Goes Global](#)

☐ Other: Specify Collaborative Here

52. Explain how the design of the curriculum was informed by talking with employers or community representatives (e.g. meeting a persistent, new, or emerging demand for career-related knowledge, skills, and abilities).

The curriculum was developed with an interdisciplinary team of faculty from chemistry, physics, and engineering backgrounds. The curriculum was then presented for feedback to the City of Carrollton, the City of Douglasville, and Southwire. Feedback was incorporated that led to the inclusion of the option to minor in Public Administration and the inclusion of geology and minerology courses.

E. IMPLEMENTATION

53. Admissions requirements.

54. Will there be any program-specific admission requirements, beyond the institution's minimum requirements? Please specify. (If none, skip to #37.)

55. Are there any required courses a student must complete for program admission?

56. Will there be competitive program admissions, where students who meet all requirements may not be admitted into the program? Please explain.

For bachelor's degrees, please also describe what program these students will pursue until they are admitted into this proposed program so that they can receive federal financial aid.

Not applicable. There will not be any program-specific admissions requirements.

57. Interaction with other program offerings:

58. If applicable, what off-ramp programs exist for students who are not successful, either at program admission or during the program?

(e.g., students who are not successful into a Bachelor of Science in Nursing may be advised to go to a Bachelor of Science in Health Science where the prerequisite nursing courses will still count)

59. Is there opportunity to leverage other programs at your institution to bolster enrollment in this program?

(e.g., a program at a lower degree level, a program where this may serve as an off-ramp, or a potential dual degree)

60. Is there opportunity to leverage programs at other institutions to bolster enrollment in this program?

This degree is an off-ramp for existing programs in the sciences and well as an alternative to transferring to an engineering program offered at other universities. The mathematics and science requirements are less rigorous than degrees in sciences and engineering.

61. Enrollment Projections.

In the budget spreadsheet, you will be required to make enrollment projections in the "Enrollment & Tuition Revenue" tab. In this section, please provide narratives to support those projections.

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

Enrollment projections are modeled after the initial growth trajectory of the B.S. in Systems Engineering at Kennesaw State University, serving as a benchmark for a smaller-scale broadly based engineering program. Growth is expected to begin at approximately **150% year-over-year**, tapering off to **7% by year nine**. The program will attract new students while providing a retention pathway for current STEM majors seeking a more applied degree. Despite drawing some students from existing programs, overall enrollment in the College is anticipated to increase.

Enrollment Targets:

	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	Year 5 2030-2031
Enrolled majors	20	70	115	150	185
Graduates				10	30

Steady-state enrollment is projected at **350–400 students**, with **50 or more graduates annually** once the program matures.

63. If projecting a shift from other programs, discuss the potential impact on those programs.
(e.g., course scheduling, faculty/staff resources, etc.)

The most impacted program will be from students leaving STEM-focus or Physics. The physics faculty will be utilized to teach applied physics courses to these students. The overall enrollment in the college is expected to increase.

64. If projections are significantly different from enrollment growth for the institution overall, please explain. Include overall institutional enrollment growth at the undergraduate or graduate level (depending on the proposed program) for the past 3 years by comparison.
65. If projected program enrollment is not realized in year two, what actions are you prepared to take? This should include measures beyond additional marketing.

66. Discuss the marketing and recruitment plan for the program. This should go beyond general marketing/recruitment strategies by your institution. What resources have been budgeted for marketing the new program?

F. RESOURCES

F1. Finance: Submit the Excel budget forms and the questions below.

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

67. Are you requesting a differential tuition rate for this program? (*masters, doctoral, and professional programs only, or other BOR Approved differential tuition rates such as collaboratives*)

☒ No (*Move to answer question 41*)

☐ Yes (*If yes, answer questions 40a & 40b*)

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

In-State per Semester:

Out-of-State per Semester:

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

(Competitive/Peer programs are determined by the institution and may include institutions within or outside of Georgia.)

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

70. Are there any additional financial costs, beyond tuition and mandatory institution fees, that students will have to take on as part of this program? If so, please describe these costs, benefits to the students, and what strategies you have considered to decrease the student's financial burden?

71. Program fees

72. Course fees

Some laboratory classes have fees for lab consumables.

73. Other fees (e.g., clinical insurance)

74. Costs not assessed directly by the institution (e.g. software licenses, equipment, travel, etc.)

75. Reallocation of Existing Funds.
76. If existing funds from programs/services across the institution are being reallocated, describe the impact and mitigation strategies.
77. If enrollment projections included shifts from other majors, the financial impact on those majors and mitigation plan should be addressed here.
78. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program over the first four years? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

F2. Personnel and Workload

79. Discuss how existing courses may be incorporated into this new program:
80. Course Development

	Number
Total courses in the curriculum	20
Existing courses to be part of the new program	16
Net New courses to be developed	4

81. Comment on the costs and workload related to the new course development.
(Consider professional development, course development time buy out, overload pay, and re-training.)

Multiple courses will be developed that center around engineering design, project development, and makerspace resources. The UWG makerspace, The Garage, currently houses an assortment of equipment such as 3D printers, laser cutters, and so on. Some new equipment may be needed to increase student exposure to more advanced engineering projects and tools. Faculty/staff will need supplemental pay to develop new courses with high impact experiential learning.

82. Explanation of the costs and workload associated to new sections of existing courses needed as a result of this program's enrollment.

(Consider whether current section offerings have capacity for new students, or if additional sections will be needed to cover student demand.)

Current courses can support about 20 additional students per class on average. Additional students require additional sections of certain classes to be created. We will attempt to stagger the courses in such a way to handle the maximum number of students without losing the quality experiential learning components.

83. Faculty.

In the budget spreadsheet, you will be required to specify new faculty as well as the redirection of existing faculty to this new program. In this section, please provide narratives to support those projections.

84. Explain how the effort of existing faculty being reassigned to this new program will be replaced in other programs over the first four years.

(e.g., the previous department/program will increase overload pay, hire part-time faculty or a new faculty line in order to cover teaching or other workload).

When possible, we will leverage existing courses with open seats to support the new program. However, one faculty from each program (physics and chemistry) can be reassigned by hiring a limited term instructor to cover the usual courses for each.

85. Explain your plan and rationale for new faculty for the program over the first four years.
The new program will primarily utilize lecturers instead of faculty. LTIs can be hired to cover courses of physics and chemistry faculty that are supporting the new program.

86. Staff.

In the budget spreadsheet, you will be required to specify new staff as well as the redirection of existing staff to this new program. In this section, please provide narratives to support those projections.

87. Explain how current staff will contribute to the program during the first four years.

Support staff in the CMCS Dean's Office will support the new program along with existing programs in the college.

88. Explain your plan and rationale for new staff for this program over the first four years?
(Consider staff needs and support services, such as advisement, faculty support, etc.)

In the first year, a lecturer will be hired to support this program.

In the second year, classes will be leveraged in such a way to support the new courses. Also, student demand will be evaluated, and a lecturer or LTI will be hired as needed to support the physics and chemistry programs as they support the new program.

In the third and fourth year, growth of the program will be evaluated, and additional lectures or faculty will be hired as needed.

F3. Facilities

89. Can the program be accommodated using existing space based on the enrollment projections provided above?

- ☒ Yes, with no renovation
☐ Yes, with minor renovation
☐ Yes, with major renovation
☐ No, new space is required

90. Complete the table below. Provide the semester and year in which the space will be needed.

Space	Use Existing Space (as is)	Use Existing Space (Renovated)	New Space
Example Row	4 offices total: 2 faculty offices by fall 2024 2 faculty offices by fall 2025	50-seat classroom by fall 2025	

Classrooms	Lecture rooms, flexible classroom space		
Wet Labs	Chemistry labs		
Dry Labs	Physics labs		
Other Specialized Instructional Spaces	Maker Space		
Offices	1 faculty office in Fall 2027 1 faculty office in Fall 2028		
Office Service and Support Spaces (incl. conf rooms, copy rooms, breakrooms, storage)			
Student Study Space			
Other (Specify)			

91. What building(s) will be used to accommodate these programs?
92. Please indicate specific building areas or room numbers where possible.

Technology Enhanced Learning Center
Boyd
Callaway

93. If new construction, leasing, or land acquisition is required, please describe those plans.
94. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

The program will use UWG’s existing Makerspace and equipment.

95. Are proposed existing spaces currently occupied? Describe what changes need to occur to make this space available for program use.
96. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

F4. Technology

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

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				

2				
3				
4				
5				
6				
Total Technology Costs		0	0	

RISKS AND ASSUMPTIONS

98. In the table below, list any risks to the program's implementation over the next four years (e.g., accreditation approval not received). For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk.

Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy

ADDITIONAL REQUIRED DOCUMENTS

- ☐ Signature page
- ☐ Budget Spreadsheet
- ☐ Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.
- ☐ Letters of support, where relevant.
 - From USG Collaboratives the institution will participate in as part of this program if the institution has not previously been part of the MOU.
 - For doctorate programs, at least three external and one USG reviewer of aspirational or comparative peer programs. Provide information below.

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles. It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

External Reviewers (include name, title, institution, email, and phone number):

- 1.
- 2.
- 3.

USG Reviewer (include name, title, institution, email, and phone number):

- 1.

- ☐ If applicable, MOUs, which explain the collaboration and how partners will share or contribute resources, from other institutions for which this program will be part of a pathway (see #19b and 37)
- ☒ If referenced in the proposal, any additional letters of support such as industry professionals documenting workforce need
- ☐ If referenced in the proposal, any survey instruments with response rates

ENGR - 4086 - Internship

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

ENGR

Course Number* 4086

Course Title* Internship

Long Course Title

Course Type*

Engineering

Catalog Course Description* A supervised, hands-on internship experience designed to provide engineering science students with practical, field-based professional experience. Students engage in meaningful engineering-related work under the guidance of a site supervisor and faculty mentor and document their experiences through a comprehensive professional portfolio and presentation. Internship sites must be secured in advance of the semester of placement and must be approved by the student's advisor and internship coordinator. The course may be repeated for a maximum of six credit hours. Grading is on a Satisfactory/Unsatisfactory (S/U) basis.

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

Is this a variable
credit hour course? ☒ Yes ☐ No

Lec Hrs* 1 - 3

Lab Hrs* 0

Credit Hrs* 1 - 3

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

If yes, indicate 6
maximum number of
credit hours counted
toward graduation.*

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

Prerequisites Permission of the program coordinator

Concurrent

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

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☒ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

3

Grading*

Satisfactory/
Unsatisfactory - No IP

Justification and Assessment

Rationale* Including an internship course in the engineering science program provides students with valuable opportunities to apply classroom knowledge in real-world professional settings. The internship experience enhances students' technical competence, problem-solving abilities, and professional skills such as communication, teamwork, and ethical responsibility. By engaging directly with industry, students gain practical insight into engineering practice, strengthen career readiness, and clarify academic and professional goals. This experiential learning component supports student success, retention, and employability while aligning the program with best practices in contemporary engineering education.

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

1. **Apply** engineering science and computing knowledge in a professional field setting to complete assigned tasks and contribute to organizational goals.
2. **Demonstrate** professional workplace skills, including effective communication, ethical behavior, teamwork, and time management, in an engineering-related environment.
3. **Document and present** internship experiences through a comprehensive professional portfolio that reflects learning, skill development, and career readiness

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* 0

Fee Justification

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

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



Internship ENGR 4086

Fall 2026 Section 01W 1-3 Credit

— Description

A supervised, hands-on internship experience designed to provide engineering science students with practical, field-based professional experience. Students engage in meaningful engineering-related work under the guidance of a site supervisor and faculty mentor and document their experiences through a comprehensive professional portfolio and presentation. Internship sites must be secured in advance of the semester of placement and must be approved by the student's advisor and internship coordinator. The course may be repeated for a maximum of six credit hours. Grading is on a Satisfactory/Unsatisfactory (S/U) basis.

Requisites

Prerequisites: Permission of the program coordinator.

Corequisites: none

Contact Information

Instructor: Dr. Renee Butler

Email: rjbutler@westga.edu

Phone: 678-839-4131

Office Hours

By Appointment

Monday, Tuesday, Wednesday, Thursday, 10:00 AM to 5:00 PM

— Meeting Times

While your internship likely will involve in-person duties assigned by your supervisor, your ENGR 4086 course responsibilities can be completed 100% online.

Meetings with the supervising instructor will be arranged between the instructor and the student at regular intervals through the semester based on the student's schedule.

- Materials

No materials are required for this course.

Outcomes

On successful completion of the course, students will:

1. Apply engineering science and computing knowledge in a professional field setting to complete assigned tasks and contribute to organizational goals.
2. Demonstrate professional workplace skills, including effective communication, ethical behavior, teamwork, and time management, in an engineering-related environment.
3. Document and present internship experiences through a comprehensive professional portfolio or report that reflects learning, skill development, and career readiness.

- Evaluation

Breakdown

The internship grade is based on the following:

- The final evaluation from your on-site supervisor – 40%
- Your journal entries and reflections via CourseDen – 20%
- Submission of samples of your best work and/or summary presentation or report – 40%

Criteria

Grade distribution:

S=Satisfactory 74.5% - 100%

U=Unsatisfactory (no academic credit will be earned) below 74.5%

- Assignments

All assignments will be submitted through CourseDen. Assignments will include the following:

- Journal entries and reflections
- Submission of samples of your best work and/or summary presentation or report

Semester Presentation or Report

The student must submit a written report or presentation to the instructor of record before the end of the semester.

This should accomplish the following:

1. Describe the work accomplished during the internship
2. Explain what the student learned from performing the work
3. Discuss how the work relates to the student's own program of study and career goals

- Schedule

The schedule and hours for the internship position are set by the managing supervisor of the internship.

Students performing the internship should also meet with their internship instructor at regular intervals

throughout the semester to discuss the progress of their internship and their progress towards completion of their final presentation or report.

Assignment deadlines are posted on Course Den.

- Attendance Policy

Determined by the on-site supervisor.

- Course Policies and Resources

Requirements and Procedures to Receive Credit:

1. The internship work needs to involve engineering science, applied science, or related experience.
2. The immediate supervisor must have academic credentials and/or professional experience in the discipline, and agree to be in contact with the faculty internship coordinator at least twice in the internship semester: one at the beginning of the semester (with Form A), and one at the end of the semester (with Form B).

Internship Form A must be completed by the immediate supervisor, indicating the company's intent to provide the student with an internship opportunity. The form must be submitted to the faculty internship coordinator by the day before the last day to register for classes.

Internship Form B will be completed by the immediate supervisor by the last day of classes in the semester. This must be submitted to the instructor of record for the class.

3. The student will fill in the Directed Readings, Independent Study, Internship, Variable Credit Approval Form with the help of the faculty internship coordinator. This form will be forwarded to the chair of the department for their signature and then forwarded to the Registrar's Office.

4. At the end of the semester, the student will write a semester presentation or report (see Assignments above).

- Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in specific coursework.

In this course, Gen AI tools are permitted in the following coursework:

- Only what is approved by your internship site supervisor.

In this course, Gen AI tools are NOT permitted in the following coursework:

- Journal entries and reflections

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT](#)
- [MLA Style Center on citing Generative AI](#)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook](#))

- College/School Policies

The College of Computing, Mathematics, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real-world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community, corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn.
2. Connect with a mentor(s) who cares about you as a person.
3. Connect with a mentor(s) who pushes you to reach your goals.

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.
3. Get involved in extracurricular activities and groups.

-Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

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

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of

communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

guidance: <https://www.usg.edu/policymanual/section6/C2675>

(<https://www.usg.edu/policymanual/section6/C2675>).

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

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). (<https://www.westga.edu/student-services/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern anonymously, please go to [UWGCares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

MATH - 2009 - Sophomore Seminar

2026-2027 Undergraduate Revise Course Request

General Information

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

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

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

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

Modifications (Check all that apply)*

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☒ Catalog Description
- ☒ Credit Hours
- ☒ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Computing, Analytics, and Modeling

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

☐ Yes

☒ No

Is this a College of Education course? *

☐ Yes

☒ No

Is this a Department of Mass Communications course? *

☐ Yes

☒ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

MATH

Course Number*

2009

Course Title*

Sophomore Seminar

Long Course Title

Course Type - DO
NOT EDIT*

Mathematics

Catalog Course
Description*

This course introduces students to the role of mathematics in real-world applications, careers, and across multiple areas of the discipline. Emphasis is placed on the use of modern mathematical technology, including computer algebra systems such as Mathematica and MATLAB, and mathematical typesetting with LaTeX. Through guided computer lab projects and seminars, students explore computational methods, visualization, and problem-solving techniques while gaining exposure to several major branches of mathematics and their connections to other sciences.

Prerequisites

Prerequisite: MATH 1112 with a minimum grade of C or MATH 1113 with a minimum grade of C or MATH 1634 with a minimum grade of C

Corequisites

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

1

Grading*

Undergraduate Standard
Letter

Status*



Active-Visible



Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a

Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

☐ Yes

☒ No

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

Justification and Assessment

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

1. Recognize the major areas of study in undergraduate mathematics.
2. Communicate mathematics in a professional format using LaTeX.
3. Be proficient with mathematical software including spreadsheets and computer algebra systems, such as Mathematica and MATLAB.
4. Be familiar with careers in the mathematical sciences and related areas

Rationale*

1. The technology portion of the course is being increased so that students will get early experience with mathematical software and typesetting.
2. The introductions to areas of mathematics will be more in-depth than before.
3. Our Field of Study includes CS 1300, which is being changed from a 4-hour course to a 3-hour course. MATH 2009 is being expanded into a 2-hour course to replace that hour.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☒ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 58929

MATH 2009

Course Title: Sophomore Seminar

Credit Hours: 2

Prerequisites: minimum grade of C in one of MATH 1112, 1113, or 1634

Course Description

This course introduces students to the role of mathematics in real-world applications, careers, and across multiple areas of the discipline. Emphasis is placed on the use of modern mathematical technology, including computer algebra systems such as Mathematica and MATLAB, and mathematical typesetting with LaTeX. Through guided computer lab projects and seminars, students explore computational methods, visualization, and problem-solving techniques while gaining exposure to several major branches of mathematics and their connections to other sciences.

Contact Information (Example)

Instructor: Dr. David Leach

cleach@westga.edu

TLC 2223

Office Hours

MWF 9:00-11:00 AM

MW 1:00-2:00 PM

Also available by appointment

Meeting Times

Mondays and Wednesdays 9:00-9:50

Materials Required

Living Proof: Stories of Resilience Along the Mathematical Journey

Freely available online

Learning Outcomes

1. Recognize the major areas of study in undergraduate mathematics
2. Communicate mathematics in a professional format using LaTeX.
3. Be proficient with mathematical software including spreadsheets and a computer algebra system such as Mathematica or MATLAB.
4. Be familiar with careers in the mathematical sciences and related areas.

Course Topics

- Mathematical computing environments and workflows
 - Spreadsheets
 - Mathematica / MATLAB
 - Careers in Mathematics
 - Case studies
 - Job searching in mathematical careers
 - LaTeX for mathematical writing
 - Document structure
 - Mathematical notation
 - Figures and tables
 - Brief introduction to various mathematical topics, for example
 - Discrete mathematics
 - Actuarial mathematics
 - Abstract Algebra
 - Number theory
 - Probability and statistics
 - Fractals
 - Real and Complex Analysis
 - Numerical Analysis/computing
-

Grading (sample breakdown)

Weekly assignments 70%

- Computer lab projects
 - LaTeX assignments
 - Other assignments
 - Attendance and participation – 10%
 - Final Exam – 20%
-

Sample Schedule

Week 1 — Course Overview & Tracks in the Major

- Course goals and expectations
- What mathematicians do
- Overview of the tracks in the math major

Week 2 — Spreadsheets for Mathematical Computing

- Spreadsheet fundamentals
- Formulas, functions, references
- Data tables and simple models

Week 3 — Advanced Spreadsheet Applications

- Advanced formulas
- Matrix operations in Excel
- Calculus applications

Week 4 — LaTeX Basics

- Introduction to LaTeX
- Overleaf.com
- Document structure
- Sections and formatting

Week 5 — More LaTeX

- Equation environments
- Figures and tables
- Cross-references and citations

Week 6 — Introduction to MATLAB / Octave

- Interface and syntax
- Variables, vectors, matrices
- Scripting

Week 7 — Introduction to Mathematica

- Notebook structure
- Functions and syntax
- Plotting and graphics

Week 8 — More Mathematica

- Scripts and functions
- Advanced graphing

Week 9 — Careers in Mathematics I

- Career paths in mathematics
- Case studies from “Living Proof”
- Job search engines
- Mock Job search

Week 10 — Careers in Mathematics II

- Student presentations of job search findings
- Resume workshop

Weeks 11-15 will be brief introductions to topics and areas of mathematics which will vary depending on the instructor. The following are sample possibilities:

Week 11 — Discrete Mathematics

- Graphs and networks
- Counting principles

Week 12 — Number Theory

- Primes numbers
- Modular arithmetic
- Cryptography connections

Week 13 — Probability

- Basic probability and counting
- Data analysis with computing tools
- Monte Carlo Simulation to estimate pi

Week 14 — Abstract Algebra

- Symmetry
- Groups and permutations

Week 15 — Fractals

- Self-similarity
- Koch Snowflake, Sierpinski Gasket, etc
- Hausdorf dimension
- Applications

Course Policies and Resources

Attendance: You will start with 150 participation points--five for each class meeting. Five points will be deducted for each class you miss. Other ways to lose your participation points include sleeping in class, excessive texting/phone use, not participating in class activities or being more than 5 minutes late to class.

Generative Artificial Intelligence Course Policy

The use of Generative AI in this course is not allowed. All work must be your own.

College/School Policies Institutional Policies

Film & Video Production, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*

School of Communication, Film and Media

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

☒ Yes☐ No

Is this a College of Education Program?*

☐ Yes☒ No

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

☐ Yes☒ No

Is this an Accelerated Bachelors to Masters program related proposal?*

☐ Yes☒ No

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

☒ Yes☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program☐ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.**NOTE:** The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

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

Program ID - DO NOT 5093

EDIT***Program Code - DO
NOT EDIT****Program Type***

Bachelor

Degree Type*

Bachelor of Science

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

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

Learning Outcomes

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

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

**Prospective
Curriculum*****Requirement****Core IMPACTS General Education Requirements: (42 Hours)**

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

note that GFA 1000 is a 6 credit-hour class

**COMM 1154 Introduction to Mass
Communications**

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

**COMM 2256 Film Form and Aesthetics
GFA 1000 Introduction to Film & Television
Production
[Right] (or)**

GFA 1040 Intro Film & TV Post-Prod

Courses Specific for the Major**Required Courses: 33 Hours**

**COMM 3305 Short-Form Screenwriting &
Analysis
COMM 3353 Fundamentals of Film & Video
Production
COMM 3356 Film and Culture
COMM 3366 The Business of Film
COMM 4425 Documentary Production Practices
COMM 4452 Advanced Film & Video Production**

Choose 5 Intermediate-Level Classes

**COMM 4305 Intermediate Short-form
Screenwriting**

COMM 4306 Lighting in Cinematography

COMM 4404 Dialogue Recording & Editing

COMM 4405 Sound Design

COMM 4406 Cinematography

COMM 4407 Film & Video Editing

COMM 4408 Producing for Film & Video

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

COMM 4410 Production Design for Film & Video

COMM 4411 Branded Content Production

COMM 4412 Titles, Compositing, & Color

COMM 4426 Fiction Film Production

Electives: 9-15 Hours

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

Complete 9 credit hours if minor = 18 credit hours

Complete 12 credit hours if minor = 15 credit hours

Complete 15 credit hours if GFA certification is chosen

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

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 Principles of Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Negotiation and Conflict Management
MKTG 3801 Professional Selling
MKTG 3803 Principles of Marketing
MKTG 3809 Advertising in the Digital Age
MKTG 3810 Social Media and Online Marketing
MKTG 4805 Sales Management
MKTG 4861 Services Marketing
MKTG 4864 Consumer Behavior
MKTG 4866 International Marketing
PHED 3640 History of Sport
PHED 3641 Psychology of Sport
PHIL 3160 Philosophy in Literature and Film
POLS 3102 Gender and Politics
POLS 3103 Media and Politics
POLS 4202 Interorganizational Behavior

POLS 4215 Management of Non-Profit Organizations

PSYC 3800 Psychology of Organizational 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 Sociology of Race

SOCI 4373 Visual Sociology

SOCI 4623 Art, Media, Cultural Politics

SOCI 4693 Sports, Crime, and Society

SOCI 4700 Sociology of Emotions

SOCI 4916 Gender and Work

SPMG 3661 Sociology of Sport

SPMG 3665 Communication in Sport

SPMG 4665 Sport Marketing and Promotion

GFA 2000 Film, Television & Digital Entertainment Internship

GFA 2010 Set Construction and Scenic Planning

GFA 2020 Lighting and Electric

GFA 2030 Grip and Rigging

GFA 2040 Post Production

GFA 2050 Introduction to Special Makeup Effects

GFA 2060 Production Accounting

FORL 3111 World Film

GRMN 4200 Seminar in German Literature

GRMN 4230 Kafka and the Kafkaesque in Literature and Film

GRMN 4240 Mystery and Horror in German Literature and Film

GRMN 4250 Contemporary German Cinema

Minor or GFA Certification 12-18 Hours

GFA certification requires 12 additional hours

Minor requires 15-18 hours

Total: 120 Hours**Major Requirements**

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

Must complete a major declaration form.

A maximum of 6 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA certification.

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

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**

Contact curriculog@westga.edu for further instruction.

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* COMM 4426 – Fiction Film Production has found a new place in our evolving curriculum as a semester on set that we are shifting from an advanced level option to an intermediate level class, accessible after only COMM 3353 (our introductory level production class). This change will place COMM 4426 in the “choose 1” option for intermediate classes, along with several other newly designed intermediate-level classes:

COMM 4305 Intermediate screenwriting,
 COMM 4306 Lighting in Cinematography,
 COMM 4404 Dialogue Recording & Editing,
 COMM 4410 Production Design for Film & Video,
 COMM 4411 Branded Content Production,
 COMM 4412 Titles, Compositing & Color

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☒ N/A

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

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

2019-2020
Program Map
B.S. Film and Video Production

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1001 or 1111	3	Area C-1 - Any Option	3
Area B-1- Any Option	3	Area D-1 + Lab	4
Area D-1 - Any Option	3	Area E-2	3
Area E-1	3	FORL	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
Complete ENGL 1101; Required to earn C or higher.		Complete ENGL 1102; Required to earn C or higher.	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area B-2 - Any Option	2	Areas E-3	3
Area C-2 Any Option EXCEPT COMM1154	3	COMM 1154 – Intro to Mass Communications	3
Area D-2	3	GFA 1000 or GFA 1040	6
Areas E-3	3	COMM 2256	3
FORL	3		
SEMESTER TOTAL	14	SEMESTER TOTAL	15
Milestones		Milestones	
		Complete COMM 1154; Required to earn C or higher Complete GFA 1000	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMM 3353 – Fundamentals of Film and Video Production	3	Complete 2 intermediate-level production classes (COMM 4305 or 4306 or 4405 or 4406 or 4407 or 4408 or 4409 or 4410 or 4411 or 4412 or 4426)	6
COMM 3305 – Short-form Screenwriting and Analysis	3	Complete 1 elective	3
COMM 3356 – Film and Culture	3		
Any Approved elective or Minor	3	GFA – craft class OR 2 x Approved electives or Minor	6
Any Approved elective or Minor	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Complete COMM 3353; Required to earn C or higher		Complete 2 intermediate-level production Classes ; Required to earn C or higher	

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Complete 2 intermediate-level production classes (COMM 4305 or 4306 or 4405 or 4406 or 4407 or 4408 or 4409 or 4410 or 4411 or 4412 or 4426)	6	COMM 3366 – The Business of Film	3
		COMM 4452 – Advanced Film and Video Production	3
COMM 4425 – Documentary Production Practices	3	GFA – craft class or internship OR 2 x Approved elective or Minor	6
Approved elective or Minor	3	Complete 1 intermediate-level production classes (COMM 4305 or 4306 or 4405 or 4406 or 4407 or 4408 or 4409 or 4410 or 4411 or 4412 or 4426)	3
Approved elective or Minor	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Complete COMM 4425; Required to earn C or higher		Complete COMM 4452; Required to earn C or higher	

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	Mass Communications		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.) 2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.) 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	PROGRAM:	B.S. Film and Video Production	COURSES	Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.	Understand all phases and roles of film production in order to help formulate career goals.	Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.	
			1	COMM 1154	I		I	
			2	COMM 2256	I	I	I	
			3	COMM 3305 (A)	I	I	I/A	
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	COMM 3353 (A)	I/A	I/A	I	
			5	COMM 3356 (A)	I	I	I	I/A
			6	COMM 3366 (A)	R	R/A	R	R/A
			7	COMM 4305	R	R	R	
			8	COMM 4306	R	R		
			9	Comm 4404	R		R	
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		10	COMM 4405	R	R	R	
			11	COMM 4406	R	R	R	
			12	COMM 4407	R	R	R	
			13	COMM 4408	R	R	R	
			14	COMM 4409	R	R	R	R
			15	Comm 4410	R	R	R	
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		16	COMM 4411	R		R	
			17	COMM 4412	R	R		
			18	COMM 4425	M	R	M	M
			19	COMM 4426	R	R	R	
			20	COMM 4452 (A)	M/A	M	M/A	
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		21					
			22					

COMM - 4306 - Lighting & Cinematography

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 4306

Course Title* Lighting & Cinematography

Long Course Title

Course Type*

Mass Communications

Catalog Course
Description*

In this intensive skills workshop, you will explore the communicative and expressive potential of lighting and exposure on the moving image. Through a working process you will learn to consider how deliberate image-making strategies related to the quality, quantity, color, and direction of lighting as well as elements of exposure are used to deliver narrative information, generate character identification, establish mood, and produce intended experiences and meanings for viewers across a broad array of audio-visual media.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C

Concurrent
Prerequisites

Corequisites**Cross-listing****Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* As our program grows along with our capacity to offer more granular instruction, we decided to split our Cinematography class into two classes, each focusing on a different aspect of the craft. COMM 4406 will become Camera in Cinematography and focus intently on camera operation and camera movement. This new class, COMM 4306, will be called Lighting in Cinematography and will focus more on the lighting aspects of the craft.

Student that have taken either version of COMM 4406 MAY take this class for credit.

This class is being offered Sp26 as a special topics course in Lighting and Cinematography (COMM 4485).

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

*

1. Implement lighting techniques for multiple lighting scenarios

Use grip equipment

Use
appropriate
lighting
sources
Factor proper
color
temperature

2. Demonstrate lighting skills in the studio and on location

Balance mixed lighting sources

Determine appropriate source to enhance subject texture and detail

Utilize available and natural light

Employ tools to manipulate light

Utilize light meters to determine exposure

Identify, relate, and manipulate fundamental physical aspects of light, particularly quantity, quality, color, and direction

Use lighting levels as a tool for achieving proper exposure and the desired depth of field Utilize lighting as a narrative device

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate ^{4/6}

☐ Library Resources Need Enhancement

Present or Projected 20
Annual Enrollment*

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

If yes, what will the \$10
fee be?*

Fee Justification This is an intermediate level production class that utilizes an array of specialized film, video and audio equipment that requires regular maintenance and repair.

This class also serves the same programmatic objectives as other similar classes (COMM 4405, 4406, 4409, 4425, 4426) which all have a \$10 equipment maintenance fee.

We are adding this fee here to align this class with all of the above-mentioned classes in order help support the additional maintenance that this additional class will make necessary.

We understand that these fees are subject to USG approval.

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

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



Lighting & Cinematography

COMM-4306

Spring 2026 Section 01 3 Credits 01/10/2026 to 05/12/2026

Description

In this intensive skills workshop, you will explore the communicative and expressive potential of lighting and exposure on the moving image. Through a working process you will learn to consider how deliberate image-making strategies related to the quality, quantity, color, and direction of lighting as well as elements of exposure are used to deliver narrative information, generate character identification, establish mood, and produce intended experiences and meanings for viewers across a broad array of audio-visual media.

Requisites

Prerequisites:

COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C:

Contact Information

Instructor: Dr. Patrick C. Clinton

- Email: pclinton@westga.edu
- Office: Miller 2318
- Office Hours: Tue: 1:00 – 3:00 PM & 8:30 – 9:30 PM & Thur: 1:00 – 3:00 PM Your

MyUWG email account is our preferred line of communication for class business.

Do not use CourseDen to try to contact me.

I will not check CourseDen for email or messages, nor should you expect to receive a response from me there.

Meeting Times

Tuesday: 6:00 – 8:30 PM Miller 1201

Our class is scheduled as hybrid, but my intention is to have it meet face-to-face. Unless something changes, plan on all class meetings to be in person.

Materials

NO REQUIRED TEXTBOOK

Recommended Text: Voice & Vision: A Creative Approach to Narrative Filmmaking by Mick Hurbis-Cherrier.

3rd edition.

OTHER REQUIREMENTS:

- **HARD DRIVE:** You will need a portable USB 3.0 Hard Drive to store your work, at least 200 GB of free space for the semester. It needs to be able to connect as both types of USB (USB-A AND USB-C). Otherwise, you will need an adapter. **WORK LEFT ON LAB COMPUTERS WILL BE DELETED UPON LOG OUT.** Treat this drive carefully. Be sure to eject the drive from the desktop before disconnecting. Store it in a padded case or its original box. **UNPLUG ALL THE CORDS FOR STORAGE AND TRANSPORT.**

MISSING FILES & BROKEN DRIVES ARE NEVER AN EXCUSE FOR NOT TURNING IN WORK.

- **GRIP BAG WITH SUPPLIES:** For your Grip Kit you will need a designated “Grip Bag” as well as all of the required supplies. They are: Work Gloves, Gaffers Tape, Tape Measure, Multi-Tool, Flashlight, Additional Roll of Colored Tape, Lens Cleaner & Cloth, Canned Air, C47’s (Wooden Clothespins), AA Batteries, DOF Calculator App for your Smart Phone (or Printed Charts), and a Printed High-Quality Focus Chart. In addition, there are other supplies that can be acquired for bonus points. I will cover all of this in the first class meeting.
- **A Universal Thumb Drive:** A USB 3.0 compatible THUMB DRIVE, with at least 32GB of free storage for this class.

Your written work should be written at the highest level, paying close attention to writing, formatting, and grammar.

Outcomes

Course Learning Outcomes:

1. Implement lighting techniques for multiple lighting scenarios
 - Use grip equipment
 - Use appropriate lighting sources
 - Factor proper color temperature
2. Demonstrate lighting skills in the studio and on location
 - Balance mixed lighting sources
 - Determine appropriate source to enhance subject texture and detail
 - Utilize available and natural light
 - Employ tools to manipulate light
 - Utilize light meters to determine exposure
 - Identify, relate, and manipulate fundamental physical aspects of light, particularly quantity, quality, color, and direction
 - Use lighting levels as a tool for achieving proper exposure and the desired depth of field
 - Utilize lighting as a narrative device

Course Description:

Evaluation

Criteria

Criteria

We work on a simple point system.

Each assignment has a specific point value, and your final percentage grade will be determined based on the number of points you earn divided by the total number of points possible.

Missing assignments will count as a zero.

In evaluating your work, especially your writing, I'm looking for clear evidence of engagement and understanding of the concepts and tasks.

Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Participation & Preparedness grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Participation & Preparedness grade. TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than THREE WEEKS of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

Your participation and engagement are being evaluated - both in the quality of your work and the completion of assigned exercises, etc.

In my experience, there is a direct correspondence between the amount of time and energy (participation) given to the course, and your final grade. Please calibrate your expectations accordingly.

This is a hand-on, skills-based workshop and we will be doing a lot of tech and equipment demos in class - if you are not in class, you are going to miss out on fundamental learning.

So much learning is done from listening, from thinking, from asking each other questions, and from your classmates' mistakes. If you are not in class, you are not participating, you are not learning, and you are doing yourself a disservice.

Finally, as aspiring Media professionals the expectation is that you are required to act like a professional to rehearse the industry's best-practices. At a real job, and on a real set, if you don't show up, or if you behave in a way that is deemed unprofessional you will be replaced by one of the other aspiring media professionals trying to get their foot in the door. Treat class time like a job - this is part of your learning experience in this class.

I tend to look kindly upon improvement over the course of the semester, as well as perseverance and good communication.

I care.

If you get stuck, it's important that you reach out. I will be here to help.

Breakdown

Breakdown

Resulting grade and related performance levels		
Grade	Range	Notes

A	90 - 100	.5 point grace given
B	80 - 90	.5 point grace given
C	70 - 80	.5 point grace given.
D	60 - 70	.5 point grace given.
F	59.5 and below	

Assignments

Assignments

- I will use CourseDen to post Assignments and other materials for each week in the Content
- section. I think it's important to respond to what the world gives us, which we will do gracefully and fairly. I reserve the right to come up with a better idea than what's been planned, or take to advantage of current events.
- You can use the weekly groupings of assignments under CONTENT as a quick checklist of your progress.

All assignments are due at the beginning of class on the due date. Every assignment counts toward your grade.

Assignments	Overall Points
Participation & Preparedness	5 points per week
Contact Information	10 points

Grip Bag	20 points
Quizzes	20 points each
EXERCISES	
· Green Screen Exercise	25 points*
· Checkering Exercise	25 points*
· Noir in Color Exercise	25 points*
· Race Scene Exercise	25 points*
PROJECTS	
Assignments	Overall Points
· Lighting Times of Day Project – Draft	25 points*
· Lighting Times of Day Project – Final	100 points*
· High-Key / Low-Key Project – Draft	25 points*
· High-Key / Low Key Project – Final	100 points*
· Final Project Reel – Draft	50 points*

· Final Project Reel – Final	200 points*
EXAMS	
· Midterm Exam	100 points
· Final Exam / Self Evaluation	50 points
Overall Participation & Professionalism	50 points
Bonus Opportunities	Variable

* Production projects will only be considered complete and on time after all equipment borrowed to complete the assignment has been returned in a complete and working manner. Your grade for production assignments is tied to the equipment used to produce it. Thus, late equipment equals a late submission, which may result in a reduced or even failing grade for the assignment.

Our assignments are categorized below.

Participation & Preparedness (5 points per week)

Each week (with the exception of the first) you will receive 5 points for coming to our face-to-face meeting, on-time and fully prepared. Points will be deducted based on absences, tardiness, or being unprepared.

Contact Information (10 points)

Your first assignment will be to put your current contact information in a designated folder folder in CourseDen. The information should include your name, your phone number, and your email address.

Grip Bag (20 points)

This is a Cinematography class, and as such, you need certain materials in order to be successful. You are required to get these materials and keep them organized in a designated Grip Bag.

Quizzes (20 points each)

You will have almost weekly quizzes that test your theoretical knowledge. Cinematography is a combination of both skill & knowledge. These quizzes will help reinforce the theory and knowledge that you expected to master in this class.

Exercises & Projects (25 – 250 points each)

Exercises and Projects are the nuts and bolts of this class. They are intense and time-consuming, but they also give you the skills necessary to thrive in the field of lighting and cinematography. The exercises are shorter with only one phase of production, but they are necessary for preparing you for the much more intensive projects. The projects will each have a draft and final phase. It is crucial that you are present for feedback during the draft phase, or you won't know how to improve for the final phase. Failure is a necessary stepping-stone to success. You will make plenty of mistakes, and I will not pull punches in pointing them out so you can get better. My goal is not for you to simply be competent, but for you to be great. I expect nothing less than excellence.

Exams (100 – 200 points each)

You will have both a Midterm & Final Exam to test the knowledge components of this class. The questions are not simply a regurgitation of facts and information. In order to be successful, you will be able to take the information you learn and apply it in real-world scenarios.

Overall Participation & Professionalism (50 points)

This 50-point grade is derived from your overall class average with points added or deducted based on all your weekly Participation & Preparedness grades.

Schedule

TENTATIVE CLASS SCHEDULE (Please note: the instructor reserves the right to modify this schedule and readings as necessary for the benefit of the class):

Week & Date	Topics, Assignments, & Homework
Week 1:	CLASSES BEGIN ON MONDAY

Week & Date	Topics, Assignments, & Homework

Jan. 13

In-Class discussion:

Review Syllabus, textbook, and course outline

Class Overview

Class is mostly a Practicum or Workshop

Hard Feedback

Excuses & Justifications

Review Course Policies

Absences & Tardiness

Emails & Appropriate Communication

Introductions

Equipment Checkout

Grip Bag

What is Cinematography? Camera & Lighting How important is Lighting to film?

Failure as a necessary step toward success

Exercises & Projects

Film Race

Final Project – The Reel

Competence versus Impressive

Experiment to be great

Crew Positions

The Shots

5 Basic Composition Rules

- Rule of Thirds

Week & Date	Topics, Assignments, & Homework

- Head Room
- Nose Room
- Lead Room
- Be Aware

Framing & Composition

Continuity

180 Degree Rule

15 Degree Shooting Rule

30 Degree Editing Rule

Coverage & Parallel Shots

Shot Diagrams

Low, Eye-Level, & High Angle Shots

Camera / Shot Diagrams

Lens Types

- Wide Angle
- Normal Length
- Long or Telephoto

Depth of Field

The 3 Factors that Affect DOF

- Focal Length of the Lens
- Aperture / f-Stop
- Distance of Subject along Lens Axis

Exposure / F-Stops

Talk about Homework:

- Grip Bag

Week & Date	Topics, Assignments, & Homework
	· Contact Information · Quiz 1 Homework: Contact Information - Upload Phone Number & Email on CourseDen Quiz 1 Quiz on Equipment Checkout Put Together Grip Bag
WEEK 2	

Week & Date	Topics, Assignments, & Homework

Jan. 20	DUE: Contact Information Quiz 1 Quiz on Equipment Checkout In-Class discussion: Exposure Continued · Zebra Pattern · Histogram ISO & Gain (& associated Stops) Shutter Speed & Shutter Angle (& associated Stops) Effects on Exposure Basic Lighting 3-Point Lighting Lighting Diagrams 4 Types of Film Lights 4 Attributes / Characteristics of Light · Color · Quality · Quantity / Intensity · Direction Color Temperature & White Balance Gels to Change Color Temperature Quality of Lighting Using Diffusion Bouncing Light

Week & Date	Topics, Assignments, & Homework
	Quantity / Intensity of Lighting Scrim to Change Quantity / Intensity ND Gels & Filters to change Quantity / Intensity Distance / Proximity Power & Dimmers Power & Electricity Light Meter Homework: Quiz 2 Finish Grip Bag
WEEK 3	

Week & Date	Topics, Assignments, & Homework

Jan.
27

DUE: Grip Bag

Quiz 2

In-Class discussion:

Review Lighting Information from Last Week:

Basic Lighting

3-Point Lighting

Lighting Diagrams

4 Types of Film Lights

4 Attributes / Characteristics of Light

- Color
- Quality
- Quantity / Intensity
- Direction

Color Temperature & White Balance

Gels to Change Color Temperature

Quality of Lighting

Using Diffusion

Bouncing Light

Quantity / Intensity of Lighting

Scrim to Change Quantity / Intensity

ND Gels & Filters to change Quantity / Intensity

Distance / Proximity

Power & Dimmers

Power & Electricity

Light Meter

Week & Date	Topics, Assignments, & Homework
	Lighting the Background separate from Subject Guidelines for Green Screen Exercise Homework: Green Screen Exercise Quiz 3
WEEK 4	

Feb. 3	DUE: Green Screen Exercise Quiz 3 In-Class discussion: Screen with Feedback Green Screen Exercises Review Importance of Separating Subject from Background Challenges of lighting a hallway Proximity Effect Guidelines for Checkering Exercise Homework: Checkering Exercise Quiz 4

Week & Date	Topics, Assignments, & Homework
WEEK 5	

Feb. 10	DUE: Checkering Exercise Quiz 4 In-Class discussion: Screen with Feedback Checkering Exercise Talk about Film Race (Begins Next Week) · MUST be in Lighting Department Review Contrast Ratio What is Noir? Elements of Noir Guidelines for Noir In Color Exercise Talk about Midterm Exam Homework: Noir In Color Exercise Midterm Exam
WEEK 6	FILM RACE BEGINS THURSDAY, FEBRUARY 19 at 6 PM

Week & Date	Topics, Assignments, & Homework
Feb. 17	FILM RACE BEGINS THURSDAY, FEBRUARY 19 at 6 PM DUE: Noir In Color Exercise Midterm Exam In-Class discussion: Screen with Feedback Noir In Color Exercise Talk about Film Race (Begins Thursday) · MUST be in Lighting Department Guidelines for Race Scene Exercise Bonus – Set Photos from Film Race Homework: Race Scene Exercise Set Photos from Film Race
WEEK 7	FILM RACE ENDS THURSDAY, FEBRUARY 26 at 5:59 PM

Feb. 24	NO IN-CLASS MEETING PARTICIPATE IN FILM RACE Homework: Race Scene Exercise Set Photos from Film Race
WEEK 8	MEDIA DAY & FILM RACE SCREENING

Week & Date	Topics, Assignments, & Homework

Mar. 3	MEDIA DAY – WEDNESDAY, MARCH 4 from 10AM until 3PM SpringFest – FILM RACE SCREENING THURSDAY, MARCH 5 at 6 PM DUE: Race Scene Exercise Set Photos from Film Race In-Class discussion: Screen with Feedback Race Scene Exercise Bonus – Photos from Film Race Screening Event Lighting for Different Times of Day Mixed Color Temperatures for Effect The Grammar of Times of Day in Film Guidelines for Lighting Times of Day Project Homework: Lighting Times of Day Project – Draft Photos from Film Race Screening Event
WEEK 9	

Week & Date	Topics, Assignments, & Homework

Mar. 10	DUE: Lighting Times of Day Project – Draft Photos from Film Race Screening Event In-Class discussion: Screen with Feedback Lighting Times of Day Project - Draft Homework: Lighting Times of Day Project – Final
WEEK 10	SPRING BREAK – NO CLASS
Mar. 17	NO CLASS MEETING FOR SPRING BREAK Homework: Lighting Times of Day Project – Final
WEEK 11	
Week & Date	Topics, Assignments, & Homework

Mar. 24	DUE: Lighting Times of Day Project – Final In-Class discussion: Screen with Feedback Lighting Times of Day Project – Final Review Contrast Ratios Guidelines for High-Key / Low-Key Project Homework: High-Key / Low-Key Project – Draft
WEEK 12	
Mar. 31	DUE: High-Key / Low-Key Project – Draft In-Class discussion: Screen with Feedback High-Key / Low-Key Project – Draft Introduce Final Project Reel Homework: High-Key / Low-Key Project – Final

WEEK 13

Week &
Date

Topics, Assignments, & Homework

Apr. 7

DUE: High-Key / Low-Key Project – Final

In-Class discussion:

Screen with Feedback High-Key / Low-Key Project – Final

Final Chance to do ANY Make-Up or Replacement ProjectsTalk

Guidelines for Final Project Reel

Homework:

Final Project Reel – First Draft

ANY Make-Up or Replacement Projects

WEEK 14

Apr. 14	DUE: Final Project Reel – First Draft ANY Make-Up or Replacement Projects In-Class discussion: Screen with Feedback Final Project Reel – First Draft Talk about Self Evaluation Homework: Final Project Reel – Final Draft
WEEK 15	
Week & Date	Topics, Assignments, & Homework

Apr. 21	DUE: Final Project Reel – Final Draft In-Class discussion: Screen with Feedback Final Project Reel – Final Draft Guidelines for UPDATED Final Project for Showcase Review Guidelines for Self Evaluation Homework: UPDATED Final Project Reel for Showcase Complete Self Evaluation
WEEK 16	
Apr. 28	DUE: UPDATED Final Project Reel for Showcase Final Self Evaluation In-Class discussion: What we missed Class Wrap-up What worked & didn't? Homework: Have a Great Break!

BASIC EVALUATION STANDARDS

A = Excellent. Displays outstanding understanding of all material and thorough engagement with subjectmatter. This grade is for students who demonstrate the highest levels of excellence in ALL aspects of the assignment, including thought, expression, and use of materials. All requirements are met or surpassed.

B = Good. Displays an accurate understanding of all of the material. All requirements are met with fewtechnical mistakes.

C = Okay. Displays a basic grasp of most of the material in the assignment. Some misunderstanding orinaccuracy occurs. Not demonstrating strong command, clarity and creativity. Most requirements are met.

D = Poor. Limited grasp of the material in the assignment is displayed. Lacks clarity or focus and containsseveral errors, difficult to understand or unusable. Some requirements are not met.

F = Unacceptable. Most requirements are not met. Almost no understanding of the material is conveyed and it is severely lacking clarity or technical competence, making it nearly impossible to understand or rendering it unusable.

Attendance Policy

ATTENDANCE (Also in Evaluation Section): Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade and possibly your Final Grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Deliverables & Preparedness grade.

TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS (2 Classes) of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than THREE WEEKS (3 Classes) of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

Course Policies and Resources

Equipment Borrowing Policy – The resources of the SCFM Equipment Pool are shared with you and your fellow students under expectations of good faith, safe handling, clear communication, and responsible citizenship. You are ethically and financially responsible for the timely and safe return of any equipment you, or your group, borrows from the pool. Late or partial returns of equipment (including kit parts) impacts another student's ability to use that equipment - and thus may impact your grade and restrict your future ability to check out equipment. In short, your grade for production assignments is tied to the equipment used to produce it. Thus, late equipment equals a late submission, which may result in a reduced or even failing grade for the assignment. See the Assignments section and the SCFM Equipment Pool policies for further information.

CONDUCT: Our classroom, whether in person or online, will be a safe space for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

PLAGIARISM: All work offered by you must be created by you, and only you, including on exams and quizzes. Proper credit should be given to people for their ideas as well as direct quotations of their words. An informal reference to a speaker/author is better than no citation at all. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given. ChatGPT and other AI Generating software / programs/ websites are **STRICTLY PROHIBITED**. Any use of AI will be considered cheating and result in a **FAILING GRADE FOR THE ASSIGNMENT AND/OR THE CLASS!**

GENERATIVE ARTIFICIAL INTELLIGENCE: In this course, the use of Gen AI is not permitted; all course work must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

MATURE CONTENT: As a college-level course in an environment designed to ask you to examine and articulate your own views, some of this material may be personally challenging. Film examples used in this course are meant to represent the breadth and diversity of cinematic expression and adult human experience. I am sensitive to these concerns, while maintaining that examination of sometimes challenging material is important to our study of culture. If you anticipate having an issue with this at any point in this semester, please speak with me privately.

LATE ASSIGNMENTS: I do not accept late assignments.

EXTRA CREDIT OPPORTUNITIES: I generally do not offer any extra credit opportunities.

ATTENDANCE (Also in Evaluation Section): Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade and possibly your Final Grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Deliverables & Preparedness grade.

TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than THREE WEEKS of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

MY ROLE: I will endeavor as much as possible to help guide your study of the course material, to summarize basic concepts, to provide interesting examples and context, and to facilitate lively discussions. I will also endeavor to return your writing in a timely fashion, usually within one week.

I look forward to engaging with you this semester.

OTHER CLASS POLICIES:

- Class starts at 5:30pm – work due at the start of class is due at 5:30pm. 5:31pm will be considered late and your work may not be graded. If you are not in class to receive a quiz, you cannot complete it.
- Undocumented absences cannot be made up (tests cannot be taken, work cannot be submitted, etc.) Documented, excused absences will not count against you (as long as you have contacted the professor BEFORE the beginning of class), but you are required to make up any work that has been missed – this includes in-class shooting and/or other exercises we complete.
- Multi-tasking is outlawed. Learn to do one thing for 2h30, once a week, even if that thing is listening. You will learn a lot!
- Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see you using your cell phone you will be asked to leave and you will be considered absent for the day. That means any in-class work will be graded as 0, and you cannot turn in homework. This is another exercise in professionalism. If you are on set and the talent and/or above the line crew are waiting for you to finish texting before they can roll, you will not be there to make that mistake again. Practice paying singular attention. It is a rare and valuable soft-skill that will help you in the world and set you apart from your competition. If there is something pressing you need to deal with, inform me at

the start of class, and leave the room to deal with the matter.

- When we do group work, groups will be assigned at 5:30pm. You will not be able to join a group once work has begun and you may miss out on the opportunity to enhance your grades.
- If you are not in class to receive a quiz at 5:30pm you cannot complete it.

STUDENTS WITH SPECIAL NEEDS: I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

EMAIL POLICY: The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email frequently for class, department, and University information. I frequently email documents, deadlines and syllabus modifications – not checking your email and CourseDen is no excuse for not completing work on time.

CREDIT HOUR POLICY: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in class or other direct faculty instruction AND two hours of student work outside of class per week. As a guide, multiply this by 3 (credit hours). So for every one hour in class you should be spending 2 hours on your work. For a 3 credit hour class, this is SIX additional hours per week outside of class.

COMMON LANGUAGE FOR COURSE SYLLABI (please review)

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is not allowed in any coursework.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog](#)

Professional Values & Competencies

- Apply Principles of Freedom of Speech & Press
- Understand History
- Demonstrate Culturally Proficient and Inclusive Communication
- Present Images and Information Creatively and Effectively
- Write Effectively
- Work Ethically in Pursuit of Truth, Fairness, and Diversity
- Conduct Research and Evaluate Information
- Accurately Apply Numerical and Statistical Concepts
- Critically Evaluate Work
- Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production (FVP) is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

- Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
- Understand all phases and roles of film production in order to help formulate career goals.
- Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

- Create engaging digital and social media content within ethical and legal parameters
- Apply foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_queryId=c5732703c344b2107db3b2459901316d\)](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_queryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3DKb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3DKb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\) \(https://www.westga.edu/its/sits/index.php\)](https://www.westga.edu/its/sits/index.php) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required

to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of creditbearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). (<https://www.westga.edu/student-services/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern, please go to [UWGcares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds](https://www.westga.edu/ombuds/) (<https://www.westga.edu/ombuds/>) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity](https://www.westga.edu/administration/president/title-nine/index.php). (<https://www.westga.edu/administration/president/title-nine/index.php>)

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php) (https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

Additional Items

COMM - 4404 - Dialogue Recording & Editing

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 4404

Course Title* Dialogue Recording & Editing

Long Course Title

Course Type*

Mass Communications

Catalog Course
Description*

In this course, students will practice and develop the essential skills of recording, editing, and mixing clear and effective production sound—especially dialogue—as the core of the sound track, across a variety of filming conditions and production environments. Additional consideration will be given to auxiliary sound practices, such as Additional Dialogue Recording (ADR) and Foley effects recording.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C

Concurrent
Prerequisites

Corequisites**Cross-listing****Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production.

COMM 4404 - Dialogue Recording & Editing addresses a prior gap in our curriculum that was filled piecemeal through other classes due to capacity. This class is being taught Spring 26 as a special topics class.

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

*

1. Understand concepts and apply theories in the use and presentation of images and information (SLO5)
2. Think critically, creatively and independently. (SLO 7)
3. Apply tools and technologies appropriate for the communications professions in which they work. (SLO12)
4. Develop an understanding of the medium's function as a means of communication and creative expression.
5. Synthesize technical and aesthetic concepts to produce portfolio-quality work.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* \$10

Fee Justification This is an intermediate level production class that utilizes an array of specialized film, video and audio equipment that requires regular maintenance and repair.

This class also serves the same programmatic objectives as other similar classes (COMM 4405, 4406, 4409, 4425, 4426) which all have a \$10 equipment maintenance fee.

We are adding this fee here to align this class with all of the above-mentioned classes in order help support the additional maintenance that this additional class will make necessary.

We are also not adding to the number of fee-based classes student will take - we are only adding additional options to the curriculum. For example - where before students needed to take 5/7 classes in the intermediate category, now student classes take 5/11

take 5/7 classes in the intermediate category, now student choose take 5/11

We understand that these fees are subject to USG approval.

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

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



Dialogue Recording & Editing

COMM-4404

Spring 2026 Section 02 3 Credits 01/10/2026 to 05/12/2026

In this course, students will practice and develop the essential skills of recording, editing, and mixing clear and effective production sound—especially dialogue—as the core of the sound track, across a variety of filming conditions and production environments. Additional consideration will be given to auxiliary sound practices, such as Additional Dialogue Recording (ADR) and Foley effects recording.

Description

Prerequisites: COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C

Contact Information

- Prof. Chris Renaud
- Email: crenaud@westga.edu (preferred)
- Office: Miller 2311
- Phone: 678-839-4929 (office), 470-347-3165 (GoogleVoice)
- OFFICE HOURS: Mon 1 - 3 PM; Wed 1- 3; Thurs 3:30 - 5 PM

Use Westga GMAIL to contact me - NOT CourseDen.

VIRTUAL APPOINTMENTS: With 24 hours advance notice, we can do Microsoft Teams, GoogleMee, GoogleVoice, Zoom, or FaceTime, audio call or video call between 11 AM - 8 PM.

TO MAKE AN APPOINTMENT: Email this info to reduce back-and-forth:

- Preview of topic/concern: Give me a heads-up of what you need; don't be vague.
The more I know beforehand, the less I have to improvise.
- Suggest two meeting times that work well for you.
- Contact info @ desired video platform

Meeting Times

Weekly Class Meeting

Monday, 6:00 PM to 8:30 PM, Miller 2328 and Studio

- This is a face-to-face, hands-on production class. Weekly in-person attendance is required.
- Be on time (= 10 mins early). I give important info at the very start of each class.
- Food and drink are NOT ALLOWED in our lab classroom.
- Please eat before class. There will NOT be a dinner break. We will have a short move around break, but not long enough for dinner.

24/7 Editing Access

Miller 2328 (with editing suites TBA)

- Later in the semester, you will have 24/7 swipe-card access to both the Miller building and our computer lab & editing suites.
- Our classroom is an open lab when not in use for instruction. The classroom use schedule will be posted.
- Evening classes end at 8 PM, at which time the Miller 2328 classroom becomes an open lab, until classes resume in the morning.
- Priority on these computers is for media-production coursework (ie, Premiere, Photoshop, After Effects, Audition, etc.)

Materials

This course is the time to make some technology **investments** that will serve you through the rest of your FVP degree/coursework. These are as **minimal** as necessary, but are **crucial** to your success. Please heed.

Headphones

It's time to acquire your own professional headphones. Any good-sounding, full-frequency, WIRED headphones in your budget range will meet this basic requirement. You will need them.

[Sony MDR7506 \(https://www.amazon.com/Sony-MDR7506-Professional-DiaphragmHeadphone/dp/B000AJIF4E/ref=sr_1_3?dchild=1&keywords=monitor+headphones&qid=1622636228&sr=8-3\)](https://www.amazon.com/Sony-MDR7506-Professional-DiaphragmHeadphone/dp/B000AJIF4E/ref=sr_1_3?dchild=1&keywords=monitor+headphones&qid=1622636228&sr=8-3)'s are affordable, rugged and sonically neutral, and widely used professionally. They'll serve you for decades.

Professional sound work requires good wired headphones. You cannot truly assess your input signal or the quality of your recording and editing, without them.

The best headphones plug directly into equipment with a wired 1/8" stereo plug, requiring no additional setup.

Bluetooth headphones aren't good for recording because can't be used with most recording gear. During editing they require extra setup time and troubleshooting in both Apple's System Preferences and Adobe Premiere's Preferences, under Hardware.

Availability: Amazon, Target, Wal-Mart, Best Buy, etc.

Price: \$30 - \$75

Sound Grip Kit

Some lavalier pads, hypoallergenic medical tape and other essentials for wiring actors for sound. Links will be provided in a future handout.

Availability: Amazon

Price: \$25

Hard Drive (USB 3.0)

You make media. You need a hard drive.

As a student in film production classes this is a basic expectation and responsibility.

- You will develop a LARGE library of media assets and work that you protect and control.
- You shouldn't expect a shared lab computer to store all of your media or work.
- You need workstation flexibility - a hard drive lets you work at any open computer.
- To edit, your media must be physically attached on a USB connected device.

USB 3.0 (or Thunderbolt) compatible HARD DRIVE, with at least 300GB of free storage is needed for this class. Between this class and others, practically speaking you'll want a hard drive between 1TB, 2TB or 4TB in size - starting at \$59 For \$10 more you can usually double the storage capacity. Reliable brands are Western Digital, Seagate, LaCie, GDrive and Toshiba. Beware other brands - or deals that are too good to be true (like 16TB for \$30, a scam product). If you have any questions, email me a link.

- Budget version: <https://www.amazon.com/Western-Digital-Elements-Portable-External/dp/B06W55K9N6> (<https://www.amazon.com/Western-Digital-Elements-Portable-External/dp/B06W55K9N6>)
- Higher reliability version: <https://www.amazon.com/LaCie-Rugged-External-Portable-LAC9000298/dp/B00IRV005E> (<https://www.amazon.com/LaCie-Rugged-External-Portable-LAC9000298/dp/B00IRV005E>)
- Protective case: <https://www.amazon.com/AmazonBasics-External-Drive-Portable-Carrying/dp/B00F5CKWBA/> (<https://www.amazon.com/AmazonBasics-External-Drive-Portable-Carrying/dp/B00F5CKWBA/>)

Treat your drive gently. It's your life:

- While in use, put the drive where gravity most wants it to be.
- Put it where is is not likely to be bumped, jarred or fall.
- Be sure to safely eject the drive from the desktop before disconnecting; there is an icon to click.

- Store your drive in a padded case or its original box.
- Gently unplug all cords for storage and transport.

Sooner or later all hard drives will fail. You should back-up important work to another hard drive, the cloud, or a personal computer. MISSING FILES / BROKEN DRIVES will not be a valid excuse for missing deadlines.

Availability: Amazon, Target, WalMart, etc.

Price: \$49 to \$99

No Textbook

Instructor will supply relevant materials via CourseDen and/or in handouts.

Outcomes

In this course, students will learn and practice the essential skills of recording, editing, and mixing clear and effective production sound—especially dialogue—across a variety of filming conditions and production environments.

Course Learning Outcomes (at the level of Understanding towards Application):

1. Understand concepts and apply theories in the use and presentation of images and information(SLO 5)
2. Think critically, creatively and independently. (SLO 7)
3. Apply tools and technologies appropriate for the communications professions in which they work. (SLO 12)
4. Develop an understanding of the medium's function as a means of communication and creative expression.
5. Synthesize technical and aesthetic concepts to produce portfolio-quality work.

Evaluation

Criteria

I use a simple system of 100 points = 100 percent for the semester.

Most assignments are worth 5 or 10 points (percent of your semester grade) each. You build your grade up starting from 0 points. For example: you must earn 60 points from assignments just to clear a D.

- This may be different from other classes. There are no inflated point values with lots of zeros to tell you how important an assignment is.
- There won't be busy work. Every assignment has a clear purpose to develop a skill or concept, which I will summarize for you when the assignment is made.
- Missing assignments will prevent you from getting the highest grade you can earn. Endeavor to turn something in.
- Assignments build upon each other, progressively. They're most meaningful when done in the order they are assigned.

In evaluating your work, I'm looking for:

- clear evidence of engagement in your work
- proper delivery according to instructions
- honoring constraints given in each assignment
- responsiveness to peer and instructor feedback on work-in-progress

The quality and constancy of your participation are also being evaluated, as a professional value. You can only participate if you are here, so I expect consistent, on-time presence for every session.

- It's always in your interest to be here. The more you participate, the faster and better I and we get to know you (and the better everyone's collective experience will be). Building personal connections is everything in your chosen field.
- Try to speak up at least once during each class period: ask for clarification, ask a question, or share a connection you've made. Your thoughts matter.

I look kindly upon improvement over the course of the semester, as well as perseverance and good communication. Time + energy = final grade.

I care about your success, and about you individually. If you get stuck, the most important thing is that you reach out. I will be here to help.

Type Weight Topic

Exercises/Weekly assignments 60%

Final Project 20%

Participation 20%

Brekadown:

A 90 - 100	.5 point grace given
B 80 - 90	.5 point grace given
C 70 - 80	.5 point grace given.
D 60 - 70	.5 point grace given.

F 59.5 and below .5 point grace given.

Assignments

Planned Assignments and Exercises

- Reading

The numerous hands-on exercises below will be supplemented by a fair amount of textbook reading (and skimming). While these readings will be delivered digitally, I want to caution you to be wary of using AI summaries, where much important detail and nuance can get lost. Use your own eyes and brain to decide where to read closely and where to skim. • Mic Technique & Sound Capture Exercise

Objective: Practice using different microphones (lav, boom, etc.) with a multichannel recorder to record a short monologue. Focus: Microphone placement, gain structure, ambient noise control, and understanding pickup patterns. Channel organization, matching mic levels, and capturing clean isolated dialogue.

- Location Sound Report & Reflection

Objective: Record ambient sound and dialogue in 2–3 different environments (interior, exterior, noisy, quiet). Focus: Document conditions, challenges, and solutions in a short written report. •

Boom Operating Practicum

Objective: In teams, record a short scene with two independent boom mics fed to one recorder.

Focus:

Boom handling, mic movement, cueing, and maintaining consistent audio levels. •

Dialogue Editing Exercise

Objective: Edit raw production dialogue from a provided film scene. Focus: Syncing, removing unwanted noise, matching tone, and creating smooth dialogue flow. • Noise

Reduction & Audio Restoration Lab

Objective: Use audio repair software (e.g., iZotope RX, Audition) to clean up problematic dialogue recordings.

Focus: De-clicking, de-noising, and salvaging compromised sound while preserving natural tone. •

ADR (Automated Dialogue Replacement) Session

Objective: Record and sync replacement dialogue for a short scene. Focus: Mic technique in studio ADR, performance matching, and syncing new dialogue to picture. • Final Sound Mix Project

Objective: Work with students from another course to deliver a polished short film mix including production sound, ADR, and ambient sound in conjunction, with another student's final project.

Focus: Comprehensive demonstration of skills, including, balancing levels, room tone patching, word & syllable replacement, EQ, panning, and creating a cohesive final mix that serves the story. You will be required to document this with copies of project files, an export of the finished film, on-set photography and a written reflection.

- SPRING FILM RACE PARTICIPATION (Feb 12th-19th) (REQUIRED):

You will be required to provide labor and skills this semester as production sound mixer, boom operator or sound editor on a Spring Film Race film (or other student film production project.)

- SELF REFLECTIVE ESSAY

You will take stock of what you learned and how you developed as a filmmaker in this course in an informal but thoughtful written essay of at least 2 single-spaced pages. your Notes app to gather thoughts as you go throughout the semester)

Schedule

Schedule available [here](https://westga365my.sharepoint.com/:w:/g/personal/crenaud_westga_edu/IQBS8kqvz4lQQKIUWngC0qkkAaWBh9d_JiNXpM_d18r1TlxU?e=1TCt8D)
(https://westga365my.sharepoint.com/:w:/g/personal/crenaud_westga_edu/IQBS8kqvz4lQQKIUWngC0qkkAaWBh9d_JiNXpM_d18r1TlxU?e=1TCt8D) and via CourseDen

Attendance Policy

- Attendance is required for this once-per-week, face-to-face, hands-on workshop class.
- Professionalism requires presence, in both senses of the word.
- Be on-time (which is early, seated and situated). Being late is both disruptive and noted.
- Speak up and use your voice! What you're thinking about is essential to the flow of the class.
- You will be assessed on the constancy and quality of your participation (20% of your semester grade), with 15 percent allotted to your weekly participation (1% per week, allowing for one week's absence), and a quality assessment worth 5 percent keyed to active and vocal participation in activities and class conversation - the professional equivalent of being reliably active, visible and known at your workplace.
- I do not distinguish between excused or unexcused absences. You are simply here and participating (or not) at our agreed place and time.

Course Policies and Resources

PROFESSIONALISM: You are expected to be on time, and in class for every meeting. Lateness is disruptive. If you give yourself permission to miss classes or skip assignments, you will find yourself struggling to regain your place. (There are steeper consequences in the professional world.)

PARTICIPATION: Means actively engaging in class discussion and activities. You cannot participate if you miss class. You will be scored cumulatively on your participation.

WORKSHOPS: Most of our class time will be spent in active discussion and demonstration, rather than lecturing. Your success will hinge on whether you "buy in" by finding your own interest and motivation. Your participation grade will be determined based on your active participation / engagement in class,

including the ideas behind our readings and exercises, analyzing photos and work-in-progress (yours and others).

PRACTICING FEEDBACK: The ability to give and receive feedback is one of the most important skills we'll practice in this class. It's crucial for honing ideas and helping you produce the best work possible. It's also an essential skill in every media industry. Meaningful discussion relies on balance of candor and respect.

TAKING RISKS: Making work while learning new skills requires some risk: Seek a strong personal investment during creation, followed by a practiced distance during analysis. It's not always easy, but it's crucial. Embrace the idea of evaluating your own work with the same objectivity as you would someone else's, to clearly identify its strengths and weaknesses. Together (during in-class feedback) we'll highlight successes and analyze areas of improvement to make the best work possible.

CONDUCT: Our classroom, whether in person or online, will be a safe place for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

PLAGIARISM: All work presented by you for academic credit, and for which you claim authorship, must be created by you, and only you, including assignments, discussions, exams and quizzes, with these modifications: 1) Because film is a collaborative medium, proper credit should be given to all others for their creative labor (in your film credits), their ideas as well as direct quotations of their word in your writing. 2) The use of generative AI, such as but not limited to ChatGPT, is not appropriate for assignments in this class, particularly when represented as the majority product of your personal thought and authorship. Anything not created by or originating with you needs to be credited to its source. If you think that generative AI might serve a legitimate role in some specific and constrained part of your creative process, you should discuss this with me during the development of the project for explicit approval. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given.

MATURE CONTENT: As with any college-level course that asks you to examine and articulate your own views, you may find some material to be personally challenging. Material presented in this course is meant to represent the breadth and diversity of cinematic expression and of adult human experience. I am sensitive to concerns, while believing that examination of challenging material is important to learning. If you anticipate having an issue, please speak with me privately and we can talk about alternative arrangements.

Likewise, I am not philosophically inclined to censor your work, for all of those same reasons, in support of free expression. Do be aware that in class, your audience is a more or less captive one, and that you should be willing to respectfully negotiate the views of, and discussion by, those who may find your work challenging to their sensibilities. These are important discussions for all involved.

MY ROLE: I will endeavor as much as possible to help guide your study of course material, to summarize basic concepts, to provide interesting examples and context, and to facilitate lively discussions. I will also endeavor to return your work in a timely fashion, within one week.

I look forward to engaging with you, and our topic, this semester.

Generative Artificial Intelligence Course Policy

*** NO AI USE IN THIS CLASS ***

As we all explore the potential benefits and liabilities of AI, in this class the use of generative AI, such as but not limited to OpenAI / ChatGPT, is NOT APPROPRIATE, NOR ALLOWED for your work or assignments particularly when represented as being the product of your personal thought, creative expression or authorship.

Writing is human communication. As teachers, when we ask you to write, it's because we want to know what you currently think and gauge what you currently know - as a human to human exchange between you and I.

This includes both written and audio/visual work. If you believe that generative AI might serve some legitimate and productive role in some specific and constrained part of your creative process, we should discuss this first, during development of the project, for my explicit prior approval.

*We may explore some AI sound-creation tools in a specific assignment.

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog](https://catalog.westga.edu/preview_program.php?catoid=25&poid=4672) (https://catalog.westga.edu/preview_program.php?catoid=25&poid=4672) or [ACEJMC - Standard 2. Curriculum and Instruction](https://www.acejmc.org/policies-process/accrediting-standards) (<https://www.acejmc.org/policies-process/accrediting-standards>).

Professional Values & Competencies

- Apply Principles of Freedom of Speech & Press
- Understand History
- Demonstrate Culturally Proficient and Inclusive Communication
- Present Images and Information Creatively and Effectively
- Write Effectively
- Work Ethically in Pursuit of Truth, Fairness, and Diversity
- Conduct Research and Evaluate Information
- Accurately Apply Numerical and Statistical Concepts
- Critically Evaluate Work
- Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production (FVP) is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

- Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
- Understand all phases and roles of film production in order to help formulate career goals.
- Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

- Create engaging digital and social media content within ethical and legal parameters
- Apply foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb/sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_queryId=c5732703c344b2107db3b2459901316d\)](https://uwgonline.service-now.com/kb/sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_queryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\) \(https://www.westga.edu/its/sits/index.php\)](https://www.westga.edu/its/sits/index.php) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

UWG Email Policy

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

Credit Hour Policy

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

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds \(https://www.westga.edu/ombuds/\)](https://www.westga.edu/ombuds/) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.
Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity. \(https://www.westga.edu/administration/president/title-nine/index.php\)](https://www.westga.edu/administration/president/title-nine/index.php)

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site \(https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php\)](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

Additional Items

COMM - 4410 - Production Design for Film & Video

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 4410

Course Title* Production Design for Film & Video

Long Course Title

Course Type*

Mass Communications

Catalog Course
Description*

An intermediate production course for film students to explore, develop, and apply elements of art direction and production design as a fundamental component of narrative filmmaking with emphasis in areas of set design, set decoration, costume design, wardrobe selection, props, practical special effects, makeup effects, and atmosphere.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C

Concurrent
Prerequisites

Corequisites

Cross-listing**Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production.

COMM 4410 Production Design for Film & Video was taught in Spring 25 as a very popular special topics class on Art Direction, and we have decided to name it Production Design, being the umbrella term that encompasses Art Direction along with other world- and character-building crafts within the film industry.

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

Students will:

1. Understand how art direction and production design function as a necessary part of creating meaning in narrative film.
2. Identify the key players in the production design team.
3. Explore the power of props, practical special effects, makeup effects, and atmospheric elements in narrative storytelling.
4. Demonstrate proficiency in the development and application of elements of art direction in areas of setdesign, set decoration, costume design, and wardrobe selection as essential elements of narrative and essential building blocks of story.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* \$10

Fee Justification This is an intermediate level production class that utilizes an array of specialized film, video and audio equipment that requires regular maintenance and repair.

This class also serves the same programmatic objectives as other similar classes (COMM 4405, 4406, 4409, 4425, 4426) which all have a \$10 equipment maintenance fee.

We are adding this fee here to align this class with all of the above-mentioned classes in order help support the additional maintenance that this additional class will make necessary.

We are also not adding to the number of fee-based classes student will take - we are only adding additional options to the curriculum. For example - where before students needed to take 5/7 classes in the intermediate category, now student choose to take 5/11

We understand that these fees are subject to USG approval.

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

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



Production Design for Film & Video

COMM-4410

Fall 2026 Section 01 3 Credits

Description

An intermediate production course for film students to explore, develop, and apply elements of art direction and production design as a fundamental component of narrative filmmaking with emphasis in areas of set design, set decoration, costume design, wardrobe selection, props, practical special effects, makeup effects, and atmosphere.

Requisites Prerequisites: COMM 1154 with a minimum grade of C, and COMM 3353 with a minimum grade of C

:

Contact Information

Instructor: Dr. Patrick C. Clinton

- Email: pclinton@westga.edu
- Office: Miller 2318
- Office Hours: Mon / Wed: 1:00 – 2:00 PM & 3:30 – 5:00 PM
- Office Phone: (678) 839-4878

Your MyUWG email account (Gmail) is our preferred line of communication for class business.

Do not use CourseDen to try to contact me.

I will not check CourseDen for email or messages, nor should you expect to receive a response from me there.

Meeting Times

Wednesday: 5:30 – 8:00 PM Miller 2214

Please arrive having already eaten, and ready to participate. Food and drink are NOT ALLOWED in the lab classroom.

Our class is scheduled as hybrid, but my intention is to have it meet face-to-face. Unless something changes, plan on all class meetings to be in person.

Materials

Hard Drive

A Thunderbolt or USB 3.0 compatible HARD DRIVE, with at least 300GB of free storage for this class. More storage is better. This means a hard drive 1TB, 2TB or 4TB in size. It needs to be able to connect as both types of USB (USB-A AND USB-C). Otherwise, you will need an adapter.

As a student in production classes this is a basic expectation and is an investment in your portfolio and your future.

You should not expect the lab computer to keep your work long term (along with the work of many other students), nor to be available at your convenience. These are also why a hard drive is crucial to you. A hard drive allows you to move between stations as they are available.

WORK LEFT ON LAB COMPUTERS WILL BE DELETED UPON LOG OUT. YOU MUST BACK UP EVERYTHING.

Treat this drive carefully. Be sure to eject the drive from the desktop before disconnecting. Store it in a padded case or its original box.

UNPLUG ALL THE CORDS FOR STORAGE AND TRANSPORT. Put it where it is not likely to be bumped, jarred or fall.

Sooner or later all hard drives will fail. You should back-up important work to another hard drive, the cloud, or a personal computer. MISSING FILES/BROKEN DRIVES ARE NOT AN EXCUSE FOR NOT TURNING IN WORK.

Headphones

Professional editing requires headphones. You cannot make good edits or assess the quality of your editing without them.

Like a hard-drive, a decent set of headphones is a worthwhile investment in your production career, but to start with, any headphones will do. You probably have some already.

The best headphones plug directly into the computer with a cable and 1/8" stereo plug, requiring no setup.

Bluetooth headphones will require extra setup time and troubleshooting effort in both Apple's System Preferences and Adobe Premiere's Preferences, under Hardware.

You cannot use class-time to checkout headphones.

A Universal Thumb Drive

A USB 3.0 compatible THUMB DRIVE, with at least 32GB of free storage for this class.

Outcomes

Course Learning Outcomes:

Students will:

- Understand how art direction and production design function as a necessary part of creating meaning in narrative film.
- Identify the key players in the production design team.
- Explore the power of props, practical special effects, makeup effects, and atmospheric elements in narrative storytelling.
- Demonstrate proficiency in the development and application of elements of art direction in areas of set design, set decoration, costume design, and wardrobe selection as essential elements of narrative and essential building blocks of story.

Course Description:

An intermediate production course for film students to explore, develop, and apply elements of art direction and production design as a fundamental component of narrative filmmaking with emphasis in areas of set design, set decoration, costume design, wardrobe selection, props, practical special effects, makeup effects, and atmosphere.

Evaluation

Criteria

Criteria

We work on a simple point system.

Each assignment has a specific point value, and your final percentage grade will be determined based on the number of points you earn divided by the total number of points possible.

Missing assignments will count as a zero.

In evaluating your work, especially your writing, I'm looking for clear evidence of engagement and understanding of the concepts and tasks.

Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Deliverables & Preparedness grade. TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS (2 Classes) of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than THREE WEEKS (3 Classes) of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

Your participation and engagement are being evaluated - both in the quality of your work and the completion of assigned exercises, etc.

In my experience, there is a direct correspondence between the amount of time and energy (participation) given to the course, and your final grade. Please calibrate your expectations accordingly.

This is, in a large part, a hands-on, skills-based workshop and we will be doing a lot of in-class demonstration and discussion - if you are not in class, you are going to miss out on fundamental learning.

So much learning is done from listening, from thinking, from asking each other questions, and from your classmates' mistakes. If you are not in class, you are not participating, you are not learning, and you are doing yourself a disservice.

Finally, as aspiring Media professionals, the expectation is that you are required to act like a professional to rehearse the industry's best-practices. At a real job, and on a real set, if you don't show up, or if you behave in a way that is deemed unprofessional you will be replaced by one of the other aspiring media professionals trying to get their foot in the door. Treat class time like a job - this is part of your learning experience in this class.

I tend to look kindly upon improvement over the course of the semester, as well as perseverance and good communication. I care.

If you get stuck, it's important that you reach out. I will be here to help. I care.

Breakdown

Breakdown

Resulting grade and related performance levels		
Grade	Range	Notes
A	90 - 100	.5 point grace given
B	80 - 90	.5 point grace given
C	70 - 80	.5 point grace given.
D	60 - 70	.5 point grace given.
F	59.5 and below	

Assignments

Assignments

- I will use CourseDen to post Assignments and other materials for each week in the Content section. I think it's important to respond to what the world gives us, which we will do gracefully and fairly. I reserve the right to come up with a better idea than what's been planned, or take to advantage of current events.
- You can use the weekly groupings of assignments under CONTENT as a quick checklist of your progress.

All assignments are due at the beginning of class on the due date. Every assignment counts toward your grade.

Assignments	Overall Points

Contact Information	5 points
Presentations	
· 1 - Contemporary Wardrobe & Hair	20 points
· 2 - Period Costume or Costume Design with Hair & Makeup	20 points
· 3 - Set Design & Decoration with Props	20 points
· 4 - Atmosphere	20 points
Assignments	Overall Points
· 5 - Practical Special FX & Makeup FX	20 points
Exercises	

· 1 - Contemporary Wardrobe & Hair	40 points
· 2 - Period Costume or Costume Design with Hair & Makeup	40 points
· 3 - Set Design & Decoration with Props	40 points
· 4 - Atmosphere	40 points
· 5 - Practical Special FX & Makeup FX	40 points
Film Race	20 points
Final Project	200 points
Self Evaluation	25 points
Overall Professionalism	50 points

Our assignments are categorized below.

Contact Information (5 points)

Your first assignment will be to put your current contact information in a designated folder in CourseDen. The information should include your name, your phone number, and your email address.

Presentations (20 points each)

You will have several short presentations corresponding to the exercises. In them, you will visually analyze scenes from a variety of films and film types paying close to specific assigned elements.

Exercises & Projects (40 – 200 points each)

Exercises & Projects are the nuts and bolts of this class. They are intense and time-consuming, but they also give you the opportunity to explore the different areas and gain the skills necessary to create more impactful films. For the exercises, there are no drafts. You only have one shot to get it right. The Final Project will have different benchmarks, but no formal drafts. For the benchmarks, there will be feedback, and failure to meet the benchmarks will lower your final grade on the project. My goal is not for you to simply be competent, but for you to be great. I expect nothing less than excellence.

Film Race (20 points)

I not only expect, but require you to participate in the film race. I believe it provides you an important opportunity to hone your skills as a film professional.

Self Evaluation (25 points)

Being able to evaluate your own progress and quality of work is crucial to being an effective artist. As such, at the end of the semester, you will be required to evaluate your work and discuss both your strengths and weaknesses.

Overall Participation & Professionalism (50 points)

This 50-point grade is derived from your overall class average with points added or deducted based on all your weekly Participation & Preparedness grades.

Schedule

TENTATIVE CLASS SCHEDULE (Please note: the instructor reserves the right to modify this schedule and readings as necessary for the benefit of the class):

Week & Date	Topics, Assignments, & Homework

Week 1:	CLASSES BEGIN ON MONDAY

Week & Date	Topics, Assignments, & Homework
Jan. 15	In-Class discussion: Review Syllabus, textbook, and course outline Class Overview Review Course Policies Absences & Tardiness Introductions Talk about Film Race General Discussion of Art Direction NEXT WEEK WE WILL HAVE A FIELD TRIP. BE ON TIME!!! Homework: Upload Phone Number & Email on CourseDen
WEEK 2:	MLK DAY MONDAY

Week & Date	Topics, Assignments, & Homework

Jan. 22	In-Class discussion: DUE – Contact Information on CourseDen FIELD TRIP – UWG COSTUME SHOP – Old Auditorium 216 Review Class Overview Guidelines for Presentations Presentation 1 – Contemporary Wardrobe & Hair Presentation 2 – Period Costume & Costume Design with Hair & Makeup Guidelines for Exercise 1 & Exercise 2 Exercise 1 – Twins: Contemporary Wardrobe & Hair Exercise 2 – The Runway: Period Costume / Costume Design with Hair & Makeup The Key Player in Set Design / Art Direction Lecture on Wardrobe & Costuming Lecture on Location, Setting, & Set Decoration Homework: Presentations 1 – Contemporary Wardrobe & Hair Presentation 2 – Period Costume & Costume Design with Hair & Makeup
WEEK 3	

Week & Date	Topics, Assignments, & Homework
Jan. 29	In-Class discussion: DUE - Presentations 1 – Contemporary Wardrobe & Hair DUE – Presentation 2 – Period Costume & Costume Design with Hair & Makeup Review Guidelines for Exercise 1 & Exercise 2 Presentations 1 & 2 Homework: Exercise 1 – Twins: Contemporary Wardrobe & Hair
WEEK 4	

Feb. 5	In-Class discussion: DUE – Exercise 1 – Twins: Contemporary Wardrobe & Hair Screen Exercise 1 with Feedback Guidelines for Presentations 3 & 4 Presentation 3 – Set Design & Decoration with Props Presentation 4 – Atmosphere Review Guidelines for Exercise 2 Homework: Exercise 2 – The Runway: Period Costume / Costume Design with Hair & Makeup
WEEK 5	

Week & Date	Topics, Assignments, & Homework

Feb. 12	In-Class discussion: DUE – Exercise 2 – The Runway: Period Costume / Costume Design with Hair & Makeup Screen Exercise 2 with Feedback Talk about Props Review Guidelines for Presentations 3 & 4 Homework: Presentation 3 – Set Design & Decoration with Props Presentation 4 – Atmosphere
WEEK 6	FILM RACE BEGINS THURSDAY

Week & Date	Topics, Assignments, & Homework
Feb. 19	In-Class discussion: DUE – Presentation 3 – Set Design & Decoration with Props DUE – Presentation 4 – Atmosphere Talk about Film Race Guidelines for Presentation 5 Presentation 5 – Practical Special FX & Makeup FX Guidelines for Exercise 3 & Exercise 4 & Exercise 5 Exercise 3 – Set & Decoration with Props Exercise 4 – Atmosphere Exercise 5 – Practical Special FX & Makeup FX Guidelines for Final Project Presentations 3 & 4 Homework: Participate in Film Race Start work on Exercise 3 – Set & Decoration with Props Start work on Exercise 4 – Atmosphere Start work on Exercise 5 – Practical Special FX & Makeup FX
WEEK 7	FILM RACE ENDS THURSDAY

Week & Date	Topics, Assignments, & Homework
Feb. 26	NO IN-CLASS MEETING PARTICIPATE IN FILM RACE Homework: Continue working on Exercise 3 – Set & Decoration with Props Continue working on Exercise 4 – Atmosphere Continue working on Exercise 5 – Practical Special FX & Makeup FX
WEEK 8	MEDIA DAY WEDNESDAY
Mar. 5	In-Class discussion: Class Meeting at HOUSE Demonstration & Practice Atmosphere Review Guidelines for Exercise 3 & Exercise 4 Homework: Exercise 3 – Set & Decoration with Props Exercise 4 – Atmosphere Continue working on Exercise 5 – Practical Special FX & Makeup FX

WEEK 9	FILM RACE SCREENING & AWARDS CEREMONY

Week & Date	Topics, Assignments, & Homework
Mar. 12	In-Class discussion: DUE – Exercise 3 – Set & Decoration with Props DUE – Exercise 4 – Atmosphere Screen Exercises 3 & 4 with Feedback Review Guidelines for Presentation 5 Review Guidelines for Exercise 5 Review Guidelines for Final Project Homework: Presentation 5 – Practical Special FX & Makeup FX Continue working on Exercise 5 – Practical Special FX & Makeup FX Start working on Final Project
WEEK 10	SPRING BREAK – NO CLASS

Mar. 19	NO CLASS MEETING Homework: Presentation 5 – Practical Special FX & Makeup FX Continue working on Exercise 5 – Practical Special FX & Makeup FX Continue working on Final Project
WEEK 11	

Week & Date	Topics, Assignments, & Homework
Mar. 26	In-Class discussion: DUE – Presentation 5 – Practical Special FX & Makeup FX Review Guidelines for Exercise 5 Review Guidelines for Final Project Presentation 5 Homework: Exercise 5 – Practical Special FX & Makeup FX Continue working on Final Project

WEEK 12	
Apr. 2	In-Class discussion: DUE – Exercise 5 – Practical Special FX & Makeup FX Screen Exercise 5 with Feedback Expectations for Draft Phase of Final Project Homework: Draft Phase – Final Project
WEEK 13	

Week & Date	Topics, Assignments, & Homework
Apr. 9	In-Class discussion: DUE – Draft Phase Final Project Screen & talk about Progress on Final Project Homework: Final Project
WEEK 14	

Apr. 16	In-Class discussion: DUE – Final Project Screen Final Projects with Feedback Discuss Self Evaluations Discuss Updated / Showcase Version of Final Project Homework: Updated Final Project
WEEK 15	
Apr. 23	In-Class discussion: DUE – Updated Final Project Screen Updated Final Projects Review Guidelines for Self Evaluation Homework: Self Evaluation
Week & Date	Topics, Assignments, & Homework
WEEK 16	

Apr. 30	In-Class discussion: DUE – Self Evaluation Class Wrap-up. What worked and what didn't? Homework: Enjoy the break!

BASIC EVALUATION STANDARDS

A = Excellent. Displays outstanding understanding of all material and thorough engagement with subjectmatter. This grade is for students who demonstrate the highest levels of excellence in ALL aspects of the assignment, including thought, expression, and use of materials. All requirements are met or surpassed.

B = Good. Displays an accurate understanding of all of the material. All requirements are met with fewtechnical mistakes.

C = Okay. Displays a basic grasp of most of the material in the assignment. Some misunderstanding orinaccuracy occurs. Not demonstrating strong command, clarity and creativity. Most requirements are met.

D = Poor. Limited grasp of the material in the assignment is displayed. Lacks clarity or focus and containsseveral errors, difficult to understand or unusable. Some requirements are not met.

F = Unacceptable. Most requirements are not met. Almost no understanding of the material is conveyed and it is severely lacking clarity or technical competence, making it nearly impossible to understand or rendering it unusable.

Course Policies and Resources

CONDUCT: Our classroom, whether in person or online, will be a safe space for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

PLAGIARISM: All work offered by you must be created by you, and only you, including on exams and quizzes. Proper credit should be given to people for their ideas as well as direct quotations of their words. An informal reference to a speaker/author is better than no citation at all. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given. ChatGPT and other AI Generating software / programs/ websites are **STRICTLY PROHIBITED**. Any use of AI will be considered cheating and result in a **FAILING GRADE FOR THE ASSIGNMENT AND/OR THE CLASS!**

GENERATIVE ARTIFICIAL INTELLIGENCE: In this course, the use of Gen AI is not permitted; all course work must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

MATURE CONTENT: As a college-level course in an environment designed to ask you to examine and articulate your own views, some of this material may be personally challenging. Film examples used in this course are meant to represent the breadth and diversity of cinematic expression and adult human experience. I am sensitive to these concerns, while maintaining that examination of sometimes challenging material is important to our study of culture. If you anticipate having an issue with this at any point in this semester, please speak with me privately.

LATE ASSIGNMENTS: I do not accept late assignments.

EXTRA CREDIT OPPORTUNITIES: I generally do not offer any extra credit opportunities.

ATTENDANCE (Also in Evaluation Section): Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade and possibly your Final Grade.

Arriving late to class is disrespectful and distracting. If you are late for class, you should see me at the end of class to verify your attendance. Being late for class will lower your Deliverables & Preparedness grade.

TWO Late Arrivals will count as one Absence.

If you miss more than TWO WEEKS (2 Classes) of Face-to-Face class meetings, you will be deducted one letter from your final grade.

If you miss more than THREE (3 Classes) of Face-to-Face class meetings, you will automatically FAIL THE CLASS.

MY ROLE: I will endeavor as much as possible to help guide your study of the course material, to summarize basic concepts, to provide interesting examples and context, and to facilitate lively discussions. I will also endeavor to return your writing in a timely fashion, usually within one week.

I look forward to engaging with you this semester.

OTHER CLASS POLICIES:

- Class starts at the scheduled class time – work due at the start of class is due at EXACTLY that time. If it is 1 minute later, it will be considered late and your work may not be graded. If you are not in class to receive a quiz, you cannot complete it.
- Undocumented absences cannot be made up (tests cannot be taken, work cannot be submitted, etc.) Documented, excused absences will not count against you (as long as you have contacted the professor BEFORE the beginning of class), but you are required to make up any work that has been missed – this includes in-class shooting and/or other exercises we complete.
- Multi-tasking is outlawed. Learn to do one thing for 2h30, once a week, even if that thing is listening. You will learn a lot!
- Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see you using your cell phone you will be asked to leave and you will be considered absent for the day. That means any in-class work will be graded as 0, and you cannot turn in homework. This is another exercise in professionalism. If you are on set and the talent and/or above the line crew are waiting for you to finish texting before they can roll, you will not be there to make that mistake again. Practice paying singular attention. It is a rare and valuable soft-skill that will help you in the world and set you apart from your competition. If there is something pressing you need to deal with, inform me at the start of class, and leave the room to deal with the matter.
- When we do group work, groups will be assigned at 5:30pm. You will not be able to join a group once work has begun and you may miss out on the opportunity to enhance your grades.
- If you are not in class to receive a quiz at 5:30pm you cannot complete it.

STUDENTS WITH SPECIAL NEEDS: I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell

me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

EMAIL POLICY: The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email frequently for class, department, and University information. I frequently email documents, deadlines and syllabus modifications – not checking your email and CourseDen is no excuse for not completing work on time.

CREDIT HOUR POLICY: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in class or other direct faculty instruction AND two hours of student work outside of class per week. As a guide, multiply this by 3 (credit hours). So for every one hour in class you should be spending 2 hours on your work. For a 3 credit hour class, this is SIX additional hours per week outside of class.

COMMON LANGUAGE FOR COURSE SYLLABI (please review)

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is not allowed in any coursework.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook](https://uwg.policystat.com/policy/14638864/latest) (<https://uwg.policystat.com/policy/14638864/latest>))

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global

community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog](http://catalog.westga.edu/preview_program.php?catoid=18&poid=3421) (https://catalog.westga.edu/preview_program.php?catoid=18&poid=3421) or [ACEJMC - Standard 2. Curriculum and Instruction](http://www.acejmc.org/policies-process/nine-standards/) (<http://www.acejmc.org/policies-process/nine-standards/>).

Professional Values & Competencies

1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication

4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information
8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

1. Create engaging digital and social media content within ethical and legal parameters
2. Apply foundational theories in digital and social media communication
3. Apply effective digital and social media campaign strategies
4. Evaluate metrics and interpret digital and social media analytics
5. Design and execute a rigorous, portfolio-building, capstone project

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Credit Hour Policy

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

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#).

(<https://www.westga.edu/studentservices/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Additional Items

COMM - 4411 - Branded Content Production

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 4411

Course Title* Branded Content Production

Long Course Title

Course Type*

Mass Communications

Catalog Course Description* In this intermediate, hands-on course, students learn to shape emotionally resonant narratives and high-level production design into polished, brand-aligned pieces that are distinct from traditional advertising and oriented to authentic audience engagement.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMM 1154 with a minimum Grade C, and COMM 3353 with a minimum Grade of C

**Concurrent
Prerequisites**

Corequisites

Cross-listing**Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production.

COMM 4411 Branded Content Production is an intermediate, hands-on course, where students learn to shape emotionally resonant narratives and high-level production design into polished, brand-aligned pieces that are distinct from traditional advertising and oriented to authentic audience engagement.

COMM 4411 Branded Content Production is scheduled to be taught Fall 26 - currently as a special topics, but we hope to convert the class before then to reduce workload for advisors and the registrar in terms of petitions.

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

Students will:

1. Differentiate branded content from traditional advertising by learning to privilege narrative authenticity and audience value.
2. Plan and run efficient shoots that communicate tone and values through appropriate production design.
3. Conceive, prepare, produce, and edit to completion a variety of brand-aligned content.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* \$10

Fee Justification This is an intermediate level production class that utilizes an array of specialized film, video and audio equipment that requires regular maintenance and repair.

This class also serves the same programmatic objectives as other similar classes (COMM 4405, 4406, 4409, 4425, 4426) which all have a \$10 equipment maintenance fee.

We are adding this fee here to align this class with all of the above-mentioned classes in order help support the additional maintenance that this additional class will make necessary.

We understand that these fees are subject to USG approval.

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

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



Branded Content Production

COMM-4411

Fall 2026 Section 02 3 Credits 08/12/2026 to 12/11/2026 Modified 02/19/2026

Description

In this intermediate, hands-on course, students learn to shape emotionally resonant narratives and high-level production design into polished, brand-aligned pieces that are distinct from traditional advertising and oriented to authentic audience engagement.

Prerequisites: COMM 1154 with a minimum Grade C, and COMM 3353 with a minimum Grade of C

Contact Information

Deon Kay

[dkay@w](mailto:dkay@westga.edu)

[estga.ed](http://westga.edu)

[u](#)

Office: Miller 2307:

Office Hours: TBD

Meeting Times

Tues 3:00-5:30pm

Materials

All reading materials will be provided, but you will need:

A Hard drive and Headphones

You will need a USB 3.0 or USB C compatible HARD-DRIVE, with at least 250GB of free storage for this class.

Treat this drive carefully. MISSING FILES/BROKEN DRIVES ARE NOT AN EXCUSE FOR NOT TURNING IN WORK.

Outcomes

Students will:

1. Differentiate branded content from traditional advertising by learning to privilege narrative authenticity and audience value.
2. Plan and run efficient shoots that communicate tone and values through appropriate production design.
3. Conceive, prepare, produce, and edit to completion a variety of brand-aligned content.

Evaluation

Work will be evaluated in a circular feedback system where students present work, receive feedback from the instructor and peers, create a self-evaluation which is then responded to, and graded by the instructor.

The Coca-Cola Refreshing Films Competition Entries will be produced primarily in class and evaluated based on participation.

A standard letter grade system will be utilized:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% = F

Breakdown

- 15% Module 1: PSA Fundamentals
- 25% Module 3: Cinematic Mood Piece / Look Film
- 20% Module 3: Coca-Cola Refreshing Films Competition Entry
- 30% Module 4: Putting It All Together – Final Project

Assignments

Each multi-week module will be built around a project designed to build conceptual understanding, authenticity of message, visual sophistication, industry-aligned work and auteur-level finishing. Each assignment will be comprised of multiple graded steps usually including research, proposals, rough cut, feedback, and final cut.

Assignment 1: PSA storytelling

Assignment 2: Cinematic Mood Piece / Look Film

Assignment 3: Coca-Cola Refreshing Films Competition

Assignment 4: Final Project

Production projects will only be considered complete and on time after all equipment borrowed to complete the assignment has been returned in a complete and working manner. Your grade for production assignments is tied to the equipment used to produce it. Thus, late equipment equals a late submission, which may result in a reduced or even failing grade for the assignment.

Schedule

Module 1: PSA

Week 1: PSA Foundations & Research

What makes an effective PSA?

Research methods: social issues, clarity of message, visual metaphor.

Case study analyses: PSA vs branded storytelling differences.

Begin PSA topic discovery + research log. Week

2 – Script Development & Visual Approach Write

2–3 PSA concepts; workshop scripts.

Develop mood boards & simple look references

Intro to practical lighting and audio for tight-turnaround work.

Week 3 – Production Preparation & Shoot

Shot lists, boards, location prep.

In-class or on-campus shoots.

Week 4 – Editing, Sound, Color & Critique

Edit labs, sound polish, basic color.

Project 1 (PSA) due.

Module 2 – Cinematic Mood Piece / Look Film (Weeks 5–8)

Week 5 – Research, Tone, & Subtle Brand Themes

Pull inspiration from brand films, art films, visual poetry.

Identify emotional tone + thematic throughlines (with brand-story pedagogy).

Develop a look book (color, palette, design elements).

Week 6 – Visual Language Development

Camera tests, lighting experiments, motion

tests.

Build an “image system”: motifs, symbolic elements.

Refine treatment to emphasize cinematic subtlety

Week 7 – Production Week

Execute shoot with focus on visual storytelling, mood, pacing.

Week 8 – Post-Production & Critique

Module 3 – Coca-Cola Refreshing Films Competition (Weeks 11–13)

Produce a competition-ready deliverable within a 3-week sprint.

Week 9 – Brief, Brand Tone, & Concept Approval

Week 10 – Collaborative work on pitches

Week 11 – Pitch Workshop and revision

Module 4 – Final Project: Open, Polished, Intentional (Weeks 14–15)

Create a fully authored, cinematic piece using any branded content format.

Final Project May Be:

Micro-Documentary/Founder Story

High-Concept Commercial

Spec Cinematic Brand Film

Visual Poem / Art-Forward Brand Piece

Hybrid doc-narrative

Product or lifestyle spot

Week 12 – In-class development

Week 13 – Concept Finalization + Production

Pitch session + 1:1 development meetings.

Week 14 – Production Week

Week 15 – Finishing & Showcase

Attendance Policy

In order to participate and learn from each other, attendance is mandatory. Failure to do so will result in you not being able to present your own work in order to solicit feedback. "The one who does the work does the learning" and while I will try to make it light and fun and flexible, it is still work.

Course Policies and Resources

COMMUNICATION: My primary modes of communication are through email and Courseden Announcements.

It is the student's responsibility to ensure that they are receiving and reading email notifications, and to check their email frequently for class, School, and University information. Not checking your email is no excuse for not completing work on time.

CELL PHONE POLICY: There will be no cell-phone use in the classroom, and no multi-taking.

Knowing the appropriate time to use (and not use) your mobile device is a professional skill, and we will hold to a professional standard. If there is something pressing you need to deal with, inform me at the start of class, and leave the room to deal with the matter. And you may obviously use your phone to authenticate logging into coursedn/Adobe

PRESENTATION: Because creative work is meant to be seen and talked about, you will be required to share your work with the class. This means you will also be required to include your ideas in class discussion.

LATE ASSIGNMENTS: Due to the procedural nature of the class, where every week builds on the previous week's work, late work cannot be accepted.

Generative Artificial Intelligence Course Policy

In this course, Gen AI tools are permitted (and encouraged) to be used to in the creation of presentation assets, and as a research tool.

Under no circumstances may Gen AI be used for your writing responses. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest)).

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=c5732703c344b2107db3b2459901316d\)](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help

students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DDKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DDKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\) \(https://www.westga.edu/its/sits/index.php\)](https://www.westga.edu/its/sits/index.php) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or servicedesk@westga.edu.

Honor Code

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

When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of creditbearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/studentservices/counseling/). (<https://www.westga.edu/studentservices/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern, please go to [UWGcares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for students.

Office of the University Ombuds

The [Office of the University Ombuds](https://www.westga.edu/ombuds/) (<https://www.westga.edu/ombuds/>) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal](#)

[Opportunity. \(https://www.westga.edu/administration/president/title-nine/index.php\)](https://www.westga.edu/administration/president/title-nine/index.php)

Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site \(https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php\)](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

Additional Items

COMM - 4412 - Titles, Compositing, & Color

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

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

Is this a College of
Education course?* ☐ Yes ☒ No

Is this an Honors
College course?* ☐ Yes

College course? ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 4412

Course Title* Titles, Compositing, & Color

Long Course Title

Course Type*

Mass Communications

Catalog Course Description* This intermediate, hands-on course introduces students to creative and technical processes used in contemporary motion graphics, visual effects, and color grading. Building on prior experience in basic filmmaking and editing, students will develop practical skills in typography for motion, visual effects workflows, and essential color correction.

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

Is this a variable
credit hour course? ☐ Yes ☒ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

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

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

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

Prerequisites COMM 1154 with a minimum grade "C" and COMM 3353 with a minimum grade "C"

**Concurrent
Prerequisites**

Corequisites

Cross-listing**Restrictions**

Is this a General Education course?* ☐ Yes ☒ No

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

- ☐ Area I
- ☐ Area M
- ☐ Area P
- ☐ Area A
- ☐ Area C
- ☐ Area T
- ☐ Area S

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production.

COMM 4412 Titles, Compositing, & Color is an intermediate, hands-on course that introduces students to creative and technical processes used in contemporary motion graphics, visual effects, and color grading. Building on prior experience in basic filmmaking and editing, students will develop practical skills in typography for motion, visual effects workflows, and essential color correction.

COMM 4412 Titles, Compositing, & Color is scheduled to be taught Spring 27.

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

Students will:

1. Apply typography principles (e.g. hierarchy, weight, pacing, contrast) to animated titles.
2. Utilize visual-effects pipelines (including pre-comps and adjustment layers) to integrate typographic and photographic elements convincingly into live-action footage.
3. Match shots across a timeline to create visual continuity in the performance of primary and secondary color corrections.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* \$10

Fee Justification

This is an intermediate level production class that utilizes an array of specialized film, video and audio equipment that requires regular maintenance and repair.

This class also serves the same programmatic objectives as other similar classes (COMM 4405, 4406, 4409, 4425, 4426) which all have a \$10 equipment maintenance fee.

We are adding this fee here to align this class with all of the above-mentioned classes in order help support the additional maintenance that this additional class will make necessary.

We are also not adding to the number of fee-based classes student will take - we are only adding additional options to the curriculum. For example - where before students needed to take 5/7 classes in the intermediate category, now student choose take 5/11

We understand that these fees are subject to USG approval.

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

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



Titles, Compositing, & Color

COMM-4412

Sp 2027 Section 01 3 Credits

Description

Titles, Compositing & Color is an intermediate, hands-on course that introduces students to creative and technical processes used in contemporary motion graphics, visual effects, and color grading. Building on prior experience in basic filmmaking and editing, students will develop practical skills in typography for motion, visual effects workflows, and essential color correction.

Prerequisites:

COMM 1154 Minimum Grade: C and COMM 3353 Minimum Grade: C

Contact Information

Instructor: Deon Kay

- Email: dkay@westga.edu
- Office: Miller 2307
- Office Hours: TBA
-

Your MyUWG email account is our preferred line of communication for class business.

Meeting Times

Meeting time TBA

Our class is scheduled as hybrid, but my intention is to have it meet face-to-face. Unless something changes, plan on all class meetings to be in person.

Materials

NO REQUIRED TEXTBOOK

OTHER REQUIREMENTS:

Hard drive

You will need a USB 3.0 or USB C compatible HARD-DRIVE, with at least 500GB of free storage for this class.

Treat this drive carefully. MISSING FILES/BROKEN DRIVES ARE NOT AN EXCUSE FOR NOT TURNING IN WORK.

Outcomes

Course Learning Outcomes:

Students will:

1. Apply typography principles (e.g. hierarchy, weight, pacing, contrast) to animated titles.
2. Utilize visual-effects pipelines (including pre-comps and adjustment layers) to integrate typographic and photographic elements convincingly into live-action footage.
3. Match shots across a timeline to create visual continuity in the performance of primary and secondary color corrections.

Evaluation

Criteria

Work will be evaluated in a circular feedback system where students present work, receive feedback from the instructor and peers, create a self-evaluation which is then responded to and graded by the instructor.

A standard letter grade system will be utilized:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% = F

Breakdown

30% Module 1: Title Design Intro to After Effects

30% Module 2: Motion Tracking, Object Removal, Compositing

20% Module 3: Color Grading, Correction & Shot Matching

20% Module 4: Putting It All Together — Final Project

Assignments

Each module will consist of in-class exercises to be completed at home and delivered before class the following week. These will all be weighted equally.

Module 1:	Keyframing, easing, motion principles for text, type-driven micro-sequences Cinematic titles, textures & visual style
Module 2	Point tracking; attaching text to moving footage Planar tracking, 2.5D integration Object removal
Module 3	primary correction Secondary isolation Shot matching look building
Module 4	Final Project

Production projects will only be considered complete and on time after all equipment borrowed to complete the assignment has been returned in a complete and working manner. Your grade for production assignments is tied to the equipment used to produce it. Thus, late equipment equals a late submission, which may result in a reduced or even failing grade for the assignment.

Schedule

Module 1 — Title Design MiniSequences (Weeks 1–5)-Sequences (Weeks 1–5)

Week 1: Course overview; typography fundamentals; Intro to After Effects

Week 2: Keyframing, easing, motion principles for text

Week 3: Lower thirds + type-driven micro-sequences

Week 4: Cinematic titles, textures, lighting, visual style

Week 5: critique for Module 1 deliverable

Module 2 – Motion Tracking for Typography & Object Removal (Weeks 6–9)

Week 6: Point tracking; attaching text to moving footage

Week 7: Planar tracking; Mocha AE workflows; 2.5D integration

Week 8: type-driven microsequences-sequences

Week 9: Object removal (clone, masks, content-aware fill, clean plates); critique of tracking work

Module 3 – Color Grading, Correction & Shot Matching (Weeks 10–13)

Week 10: Color theory; scopes; primary correction

Week 11: Secondary isolation; power windows; qualifiers

Week 12: Shot matching

Week 13: Basic look building

Module 4 – Putting It All Together: Final Project (Weeks 14–16)

Week 14: Proposal + workflow planning (choose: VFX shot, breakdown, credits sequence)

Week 15: Inclass work session; individual guidance

Week 16: Final critique + reflection; course wrapup-class work session; individual guidance-up

Course Policies and Resources

Equipment Borrowing Policy – The resources of the SCFM Equipment Pool are shared with you and your fellow students under expectations of good faith, safe handling, clear communication, and responsible citizenship. You are ethically and financially responsible for the timely and safe return of any equipment you, or your group, borrows from the pool. Late or partial returns of equipment (including kit parts) impacts another student's ability to use that equipment - and thus may impact your grade and restrict your future ability to check out equipment. See the Assignments section and the SCFM Equipment Pool policies for further information.

CONDUCT: Our classroom, whether in person or online, will be a safe space for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be

accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

PLAGIARISM: All work offered by you must be created by you, and only you, including on exams and quizzes. Proper credit should be given to people for their ideas as well as direct quotations of their words. An informal reference to a speaker/author is better than no citation at all. Work that has been plagiarized in any way will be given a zero and reported to the university for further action. In extreme cases an immediate failing grade for the class will be given. ChatGPT and other AI Generating software / programs/ websites are **STRICTLY PROHIBITED**. Any use of AI will be considered cheating and result in a **FAILING GRADE FOR THE ASSIGNMENT AND/OR THE CLASS!**

GENERATIVE ARTIFICIAL INTELLIGENCE: In this course, the use of Gen AI is not permitted; all course work must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

MATURE CONTENT: As a college-level course in an environment designed to ask you to examine and articulate your own views, some of this material may be personally challenging. Film examples used in this course are meant to represent the breadth and diversity of cinematic expression and adult human experience. I am sensitive to these concerns, while maintaining that examination of sometimes challenging material is important to our study of culture. If you anticipate having an issue with this at any point in this semester, please speak with me privately.

LATE ASSIGNMENTS: I do not accept late assignments.

EXTRA CREDIT OPPORTUNITIES: I generally do not offer any extra credit opportunities.

ATTENDANCE (Also in Evaluation Section): Attendance is mandatory for your success in this class. As such, I will be taking roll at the beginning of each face-to-face class meeting. If you are late, it is your responsibility to see me at the end of class and let me know that you came in late. Otherwise, you will be marked absent. Being absent from class will lower your Deliverables & Preparedness grade and possibly your Final Grade.

COMMUNICATION: My primary modes of communication are through email and Courseden Announcements.

It is the student's responsibility to ensure that they are receiving and reading email notifications, and to check their email frequently for class, School, and University information. Not checking your email is no excuse for not completing work on time.

CELL PHONE POLICY: There will be no cell-phone use in the classroom, and no multi-taking.

Knowing the appropriate time to use (and not use) your mobile device is a professional skill, and we will hold to a professional standard. If there is something pressing you need to deal with, inform me at the start of

class, and leave the room to deal with the matter. And you may obviously use your phone to authenticate logging into courseden/Adobe

PRESENTATION: Because creative work is meant to be seen and talked about, you will be required to share your work with the class. This means you will also be required to include your ideas in class discussion.

ATTENDANCE POLICY: In order to participate and learn from each other, attendance is mandatory. Failure to do so will result in you not being able to present your own work in order to solicit feedback. "The one who does the work does the learning" and while I will try to make it light and fun and flexible, it is still work.

LATE ASSIGNMENTS: Due to the procedural nature of the class, where every week builds on the previous week's work, late work cannot be accepted.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is not allowed in any coursework.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog](http://catalog.westga.edu/preview_program.php?catoid=18&poid=3421)

(https://catalog.westga.edu/preview_program.php?catoid=18&poid=3421) or [ACEJMC - Standard 2. Curriculum and Instruction](http://www.acejmc.org/policies-process/nine-standards/) (<http://www.acejmc.org/policies-process/nine-standards/>).

Professional Values & Competencies

1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication
4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information

8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

1. Create engaging digital and social media content within ethical and legal parameters
2. Apply foundational theories in digital and social media communication
3. Apply effective digital and social media campaign strategies
4. Evaluate metrics and interpret digital and social media analytics
5. Design and execute a rigorous, portfolio-building, capstone project

Institutional Policies

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Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsq_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsq_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/OffCampus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of creditbearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Mental Health Support

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

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Additional Items

Addendum II

SLPA - 5792 - Internship in Speech Language Pathology

2026-2027 Graduate Revise Course Request

General Information

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

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

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

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

- Proposed Modifications (Check all that apply)***
- ☐ Course Title
 - ☐ Prerequisites/Co-requisites
 - ☐ Cross-listing
 - ☐ Catalog Description
 - ☒ Credit Hours
 - ☐ Student Learning Outcomes
 - ☐ Restrictions
 - ☐ Frequency of Course Offering
 - ☐ Grading Structure
 - ☐ Course Fee
 - ☐ Repeat for Credit
 - ☐ Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course, or does this belong to the Graduate School and not an academic department? *

☐ Yes

☒ No

Is this a College of Education course? *

☒ Yes

☐ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*

SLPA

Course Number* 5792

Course Title* Internship in Speech Language Pathology

Long Course Title Internship in Speech Language Pathology

Course Type - DO
NOT EDIT*

Speech-Language Pathology

Catalog Course
Description*

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

Prerequisites * N/A

Corequisites* N/A

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

2

Grading

Satisfactory/Unsatisfactory
- No IP

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 0

Credit Hrs 6

Lab Hrs 0

Status* ☒ Active-Visible ☐ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing N/A

Restrictions N/A

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

☐ Yes
☒ No

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

n/a

Justification and Assessment

What is the rationale for the requested course changes?* To better align with course requirements and be consistent with other graduate internships in the program, the course will be reduced from 8 credit hours to 6 credit hours.

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

N/A

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

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

Syllabus* ☒ I have attached the syllabus.
☐ N/A

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Are you making changes to the special fees or tuition that is required for this course?*

☐ Yes
☒ No

If yes, what will the fee be?*

N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 57599

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

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



Internship in Speech-Lang Path

SLPA-5792

Fall 2025 Section 1 8 Credits 08/13/2025 to 12/12/2025 Modified 08/18/2025

Description

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

Requisites

Prerequisites:

Educ.Field Experience Appl FE

Corequisites:

Contact Information

Lecturer: Jenny Gordon

Email: jennyg@westga.edu

Office Hours

Ed. Annex CCC room 271

Office hours:

Online hours: Mondays: 10:00 am- 2:00 pm

Face to Face: Wednesdays : 12:00pm-2:00pm

Tuesdays: 1:00pm-5:00pm

Thursdays: 1:00pm-5:00pm

Meeting Times

Materials

Outcomes

1. Acquire direct clinical experience with a variety of populations and disorders under the supervision of a certified clinical educator.
2. Interpret, integrate, and synthesize comprehensive assessment results to develop diagnoses and make appropriate recommendations. (Standard V-B)
3. Develop setting-appropriate treatment plans including evidence-based methods and measurable and achievable goals that meet the individual needs of each client. (Standard IV-F, V-B)
4. Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (Standard IV-F, V-B)
5. Systematically measure and evaluate treatment outcomes and document client's progress using quantitative and qualitative data. (Standard V-B)
6. Demonstrate ability to assess and modify treatment plans, strategies, methods, materials, or instrumentation as appropriate to meet the needs of clients (Standard IV-F, V-B, V-F)
7. Demonstrate ability to apply current evidence-based/theoretically-sound principles and techniques to clinical practice. (Standard V-B, IV-F)
8. Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (Standard V-B, IV-C, IV-G).
9. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (Standard V-A, V-B).
10. Demonstrate knowledge of contemporary issues related to speech-language pathology and the internship environment, which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
11. Demonstrate knowledge of issues related to certification and licensure for speech-language pathology (Standard IV-H).

Evaluation

Grading Information and Policy

Evaluation Procedures:

A review of the student's performances for the above assignments will include:

1. Observations and/or review of performance of therapy and evaluation sessions by the practicum and/or University supervisor.

2. Conferences between the student and clinical educator at midterm and end of semester, at which time ranking of clinical skills and written and verbal feedback will be provided to the student and documented in Calipso.
3. Discussion and meetings between the student, Site Supervisor, and/or University Supervisor.
4. Completion of all assignments provided by university supervisor/clinical educator according to instructions and expectations provided.

Grading Scale: Students will be evaluated by the University Supervisor/Clinical Educator in cooperation with the Supervising SLP. Grades of "S" (Satisfactory) or "U" (Unsatisfactory) will be provided, based on evaluation of all assignments and whether or not student expectations were met (including attendance and disposition). Failure to complete all assignments and follow the guidelines provided in the Off-Site Practicum Handbook and by the University and Site Supervisors can result in a grade of "Unsatisfactory."

Criteria

Breakdown

Assignments

1. Students should complete and discuss the document "Clinical Information for the Off-Site Supervisor," with their externship supervisor. The form must be reviewed and signed by the primary externship supervisor. Once signed, the document must be uploaded to CourseDen via the appropriate assignment box.
2. Each student will turn in a reflection documenting what behavior management in a school based group therapy setting.
3. Each student will demonstrate knowledge and skills related to appropriate intervention strategies for the client in the school setting. Experiences with a variety of service delivery models and therapeutic techniques/procedures are expected. Each student will write a summary on how to manage data collection within a group setting. The supervisor will provide ongoing monitoring and feedback, by the end of the class. Please note that your off-site Practicum Supervisor/ Cooperating SLP will complete your midterm and final Clinical Competencies Evaluation in Calipso.
4. Each student will write a brief summary of the overall experience. They will reflect on the process.
5. Students are expected to attend full time (not to exceed 40 hours per week) Monday-Friday unless otherwise instructed by School Externship Coordinator. Students are expected to be on time and proactive in their learning. Please read the attendance policy below. Students are expected to fill out the weekly clock hour log provided by the instructor -- to be completed every week. Failure to complete each week will result in point deductions

Schedule

Week #1: 8/11- 8/15	-Read Syllabus and Off-Site Practicum Handbook -Begin externship 8/13 (unless otherwise instructed/approved)! -Complete syllabus/handbook quiz (DUE FRIDAY August 22 at 11:59pm) -Meet with practicum supervisor and discuss expectations; establish schedule for the semester if not already completed; review handbook (including use of Calipso for clockhour documentation); review clinical experience and complete documentation of such (see CourseDen); receive orientation to facility; review caseload.

Week #2: August 18- 22	- Attend externship -complete clock hour log on Google Sheet DUE SUNDAY BY MIDNIGHT EACH WEEK FOR PREVIOUS WEEK -Submit clock hours to site supervisor via Calipso (discuss schedule of submission preference of supervisor) - Copy of Clinical Information for the Off-Site Supervisor DUE on CourseDen by Sunday, August 31

Week #3: Aug. 25-29	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #4: Sept 1-5	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week 5: Sept 8-12	-Discussion 1: Initial post DUE on CourseDen, Sunday, Sept 7 -Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso 5792- No Discussion

Week #6: Sept 5-19	-Discussion 1: Response posts DUE on CourseDen on Sunday Sept 21 by 11:59pm (respond to a minimum of 3 classmates) -Attend externship -complete clock hour log on Google Sheet -Attend internship -Submit clock hours to site supervisor via Calipso 5792- Reflection Assignment Due

Week #7:Sept 22-26	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #8: Sept 29-Oct 3	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours -Calipso Midterm Due Oct. 10-- should be completed by supervising SLP and reviewed with student -Discussion 2: Initial post DUE on CourseDen on Sunday, Oct 12 by 11:59PM

Week 9: Oct 6-10	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours -Discussion 2: Response posts DUE on CourseDen on Sunday, Oct 26 by 11:59pm (respond to a minimum of 3 classmates) 5792-Data Reflection Assignment Due

Week #10 Oct 13-17	- Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours

Week #11 Oct 20-24	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours

Week #12 Oct 27-31	-complete clock hour log on Google Sheet -Attend externship -Submit clock hours to site supervisor via Calipso Discussion 3: Initial post DUE on CourseDen on Sunday Nov 2 at 11:59PM

Week #13 Nov 3-7	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso -Discussion 3: 3 replies to classmate's posts DUE on CourseDen on Sunday, Nov 9 -5792: Eligibility Assignment Due

Week #14: Nov 10-14	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #15 Nov 17-21	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso -DUE: Inservice video and visual aid due via CourseDen by Sunday, Nov23 by 11:59pm -5792-Session plan Assignment Due - Thanksgiving Break OFF week of Nov 24-28

Week #16 Dec 1-5	-Last week of externship attendance (unless extended time approved by Mrs. Gordon) -Student complete Evaluation of Off Campus Supervisor in Calipso by 12/5 -All Calipso clock hours submitted and signed by supervisor by 12/5 -All make-up Simucases should be turned in by 12/5 (completed within 7 days of absence) including reflection on CourseDen, transcript and clock hours in Calipso to Mrs. Janowski -Final Evaluation of Clinical Competency due in Calipso 12/5 must be completed by practicum supervisor and reviewed with student during EOS meeting (it will help to kindly remind your supervisor) -Gratitude Assignment due on Courseden 12/5 -5792-Reflection Assignment Due by 12/5. *please note the last day of attendance is the absolute last day for these submissions but they can be submitted ahead of time.
Week 17, Dec 8-12	Optional attendance week if needed for additional clock hours, experience, or make up days. Must be approved by Mrs. Gordon in advance. If a student has not met course objectives, the instructor may opt to extend the experience into this week. If additional time is needed beyond the course of the semester to meet objectives, student will need to discuss options with UWG SLP faculty.

* Course Policies and Resources

Please see the UWG SLP Student Externship Handbook for all policies related to externships.

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 documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester, previous work submitted for another class may be used with my explicit permission. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this

includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog, which includes a notification from myself and meeting to discuss the concern. The academic dishonesty may result in a grade of "unsatisfactory" in the course.

Attendance Policy:

Students must complete the syllabus quiz posted in CourseDen during week 1 to be considered as attending class. Students who do not complete the quiz in the "start here" module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Students are expected to attend the externship full time, typically 4-5 days (based on the schedule of the supervising SLP) per week unless otherwise discussed and approved in writing by Mrs. Gordon. Some students may attend four 10 hours days while others may attend five 8 hour days. It is dependent on the setting and the schedule of the off-site supervisor.

The externship courses are designed to provide graduate students with opportunities to develop their clinical skills under the guidance of qualified clinical educators. **The nature of this experience requires that students be consistently present in order to get the maximum benefit of the course. For this reason, the following attendance policy will be strictly enforced:**

- Upon the first absence**, the student will be required to complete a SimuCase case study and submit it to the externship and university supervisor within seven days of the absence OR make-up the day during make-up week.
- Upon the second absence**, the student will be required to complete a SimuCase case study and submit to the course instructor within seven days OR make-up the day during make-up week.
- Upon the third absence**, the student will be required to complete a SimuCase case study OR make-up the day during make-up week and will have a meeting scheduled with the externship supervisor, course instructor, and program director as warranted to discuss potential further action to be taken.

At the discretion of the faculty, four or more absences may result in a grade of "unsatisfactory" for the practicum. Program level consequences of receiving a "unsatisfactory" in a course can be found in the student handbook for the program.

For purposes of this policy, one absence is defined as the failure to attend any ONE day of internship. Also, student should always be on time and consistent or excessive tardiness may also result in a grade of "unsatisfactory."

If a student is tardy/late to the externship 3x, this will equal one one day of absence. Students must plan accordingly for commute time and traffic considerations.

In the event of an unplanned absence, due to illness or emergency, the student should contact both their externship supervisor and university supervisor as soon as possible. Excused absences may also include attendance at speech-language pathology conferences or trainings, but these must be approved in

advance by the university and externship supervisor and must be discussed at the beginning of the semester.

Extra Credit:

None

Late Work:

None

Professional Conduct:

Please review the Student Off-site Practicum Handbook for information related to professional conduct expectations.

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.

Rights of Reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

Student email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University-related information. I will send emails through your student email account and post announcements on CourseDen as well. Please check both at least two times per week.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) *is permitted in specific coursework.*

In this course, Gen AI tools are permitted in the following coursework: (as instructed in specific assignments)

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

College of Education Vision

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

College of Education Mission

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

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF).

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Additional Items

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Instruction in this course will be delivered through the following: face to-face instruction from site supervisor, online instruction from University supervisor, on-line discussion threads, video clips, research, readings, meetings with University and/or on-site supervisor and opportunities for additional hands-on clinical experiences outside of assigned placement. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.



Internship in Speech-Lang Path

SLPA-5792

Fall 2026 Section 1 6 Credits 08/13/2025 to 12/12/2025 Modified 08/18/2025



Description

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

Requisites

Prerequisites:

Educ.Field Experience Appl FE

Corequisites:



Contact Information

Lecturer: Jenny Gordon

Email: jennyg@westga.edu

Office Hours

Ed. Annex CCC room 271

Office hours:

Online hours: Mondays: 10:00 am- 2:00 pm

Face to Face: Wednesdays : 12:00pm-2:00pm

Tuesdays: 1:00pm-5:00pm

Thursdays: 1:00pm-5:00pm



Meeting Times

Materials

Outcomes

1. Acquire direct clinical experience with a variety of populations and disorders under the supervision of a certified clinical educator.
2. Interpret, integrate, and synthesize comprehensive assessment results to develop diagnoses and make appropriate recommendations. (Standard V-B)
3. Develop setting-appropriate treatment plans including evidence-based methods and measurable and achievable goals that meet the individual needs of each client. (Standard IV-F, V-B)
4. Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (Standard IV-F, V-B)
5. Systematically measure and evaluate treatment outcomes and document client's progress using quantitative and qualitative data. (Standard V-B)
6. Demonstrate ability to assess and modify treatment plans, strategies, methods, materials, or instrumentation as appropriate to meet the needs of clients (Standard IV-F, V-B, V-F)
7. Demonstrate ability to apply current evidence-based/theoretically-sound principles and techniques to clinical practice. (Standard V-B, IV-F)
8. Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (Standard V-B, IV-C, IV-G).
9. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (Standard V-A, V-B).
10. Demonstrate knowledge of contemporary issues related to speech-language pathology and the internship environment, which may include but are not limited to: ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures. (Standard IV-G).
11. Demonstrate knowledge of issues related to certification and licensure for speech-language pathology (Standard IV-H).

Evaluation

Grading Information and Policy

Evaluation Procedures:

A review of the student's performances for the above assignments will include:

1. Observations and/or review of performance of therapy and evaluation sessions by the practicum and/or University supervisor.

2. Conferences between the student and clinical educator at midterm and end of semester, at which time ranking of clinical skills and written and verbal feedback will be provided to the student and documented in Calipso.
3. Discussion and meetings between the student, Site Supervisor, and/or University Supervisor.
4. Completion of all assignments provided by university supervisor/clinical educator according to instructions and expectations provided.

Grading Scale: Students will be evaluated by the University Supervisor/Clinical Educator in cooperation with the Supervising SLP. Grades of "S" (Satisfactory) or "U" (Unsatisfactory) will be provided, based on evaluation of all assignments and whether or not student expectations were met (including attendance and disposition). Failure to complete all assignments and follow the guidelines provided in the Off-Site Practicum Handbook and by the University and Site Supervisors can result in a grade of "Unsatisfactory."

Criteria

Breakdown

Assignments

1. Students should complete and discuss the document "Clinical Information for the Off-Site Supervisor," with their externship supervisor. The form must be reviewed and signed by the primary externship supervisor. Once signed, the document must be uploaded to CourseDen via the appropriate assignment box.
2. Each student will turn in a reflection documenting what behavior management in a school based group therapy setting.
3. Each student will demonstrate knowledge and skills related to appropriate intervention strategies for the client in the school setting. Experiences with a variety of service delivery models and therapeutic techniques/procedures are expected. Each student will write a summary on how to manage data collection within a group setting. The supervisor will provide ongoing monitoring and feedback, by the end of the class. Please note that your off-site Practicum Supervisor/ Cooperating SLP will complete your midterm and final Clinical Competencies Evaluation in Calipso.
4. Each student will write a brief summary of the overall experience. They will reflect on the process.
5. Students are expected to attend full time (not to exceed 40 hours per week) Monday-Friday unless otherwise instructed by School Externship Coordinator. Students are expected to be on time and proactive in their learning. Please read the attendance policy below. Students are expected to fill out the weekly clock hour log provided by the instructor -- to be completed every week. Failure to complete each week will result in point deductions

Schedule

Week #1: 8/11- 8/15	-Read Syllabus and Off-Site Practicum Handbook -Begin externship 8/13 (unless otherwise instructed/approved)! -Complete syllabus/handbook quiz (DUE FRIDAY August 22 at 11:59pm) -Meet with practicum supervisor and discuss expectations; establish schedule for the semester if not already completed; review handbook (including use of Calipso for clockhour documentation); review clinical experience and complete documentation of such (see CourseDen); receive orientation to facility; review caseload.

Week #2: August 18- 22	- Attend externship -complete clock hour log on Google Sheet DUE SUNDAY BY MIDNIGHT EACH WEEK FOR PREVIOUS WEEK -Submit clock hours to site supervisor via Calipso (discuss schedule of submission preference of supervisor) - Copy of Clinical Information for the Off-Site Supervisor DUE on CourseDen by Sunday, August 31

Week #3: Aug. 25-29	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #4: Sept 1-5	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week 5: Sept 8-12	-Discussion 1: Initial post DUE on CourseDen, Sunday, Sept 7 -Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso 5792- No Discussion

Week #6: Sept 5-19	-Discussion 1: Response posts DUE on CourseDen on Sunday Sept 21 by 11:59pm (respond to a minimum of 3 classmates) -Attend externship -complete clock hour log on Google Sheet -Attend internship -Submit clock hours to site supervisor via Calipso 5792- Reflection Assignment Due

Week #7:Sept 22-26	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #8: Sept 29-Oct 3	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours -Calipso Midterm Due Oct. 10-- should be completed by supervising SLP and reviewed with student -Discussion 2: Initial post DUE on CourseDen on Sunday, Oct 12 by 11:59PM

Week 9: Oct 6-10	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours -Discussion 2: Response posts DUE on CourseDen on Sunday, Oct 26 by 11:59pm (respond to a minimum of 3 classmates) 5792-Data Reflection Assignment Due

Week #10 Oct 13-17	- Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours

Week #11 Oct 20-24	-Attend externship -complete clock hour log on Google Sheet -Submit Calipso clockhours

Week #12 Oct 27-31	-complete clock hour log on Google Sheet -Attend externship -Submit clock hours to site supervisor via Calipso Discussion 3: Initial post DUE on CourseDen on Sunday Nov 2 at 11:59PM

Week #13 Nov 3-7	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso -Discussion 3: 3 replies to classmate's posts DUE on CourseDen on Sunday, Nov 9 -5792: Eligibility Assignment Due

Week #14: Nov 10-14	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso

Week #15 Nov 17-21	-Attend externship -complete clock hour log on Google Sheet -Submit clock hours to site supervisor via Calipso -DUE: Inservice video and visual aid due via CourseDen by Sunday, Nov23 by 11:59pm -5792-Session plan Assignment Due - Thanksgiving Break OFF week of Nov 24-28

Week #16 Dec 1-5	-Last week of externship attendance (unless extended time approved by Mrs. Gordon) -Student complete Evaluation of Off Campus Supervisor in Calipso by 12/5 -All Calipso clock hours submitted and signed by supervisor by 12/5 -All make-up Simucases should be turned in by 12/5 (completed within 7 days of absence) including reflection on CourseDen, transcript and clock hours in Calipso to Mrs. Janowski -Final Evaluation of Clinical Competency due in Calipso 12/5 must be completed by practicum supervisor and reviewed with student during EOS meeting (it will help to kindly remind your supervisor) -Gratitude Assignment due on Courseden 12/5 -5792-Reflection Assignment Due by 12/5. *please note the last day of attendance is the absolute last day for these submissions but they can be submitted ahead of time.
Week 17, Dec 8-12	Optional attendance week if needed for additional clock hours, experience, or make up days. Must be approved by Mrs. Gordon in advance. If a student has not met course objectives, the instructor may opt to extend the experience into this week. If additional time is needed beyond the course of the semester to meet objectives, student will need to discuss options with UWG SLP faculty.

* Course Policies and Resources

Please see the UWG SLPStudent Externship Handbook for all policies related to externships.

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 documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester, previous work submitted for another class may be used with my explicit permission. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this

includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog, which includes a notification from myself and meeting to discuss the concern. The academic dishonesty may result in a grade of "unsatisfactory" in the course.

Attendance Policy:

Students must complete the syllabus quiz posted in CourseDen during week 1 to be considered as attending class. Students who do not complete the quiz in the "start here" module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Students are expected to attend the externship full time, typically 4-5 days (based on the schedule of the supervising SLP) per week unless otherwise discussed and approved in writing by Mrs. Gordon. Some students may attend four 10 hours days while others may attend five 8 hour days. It is dependent on the setting and the schedule of the off-site supervisor.

The externship courses are designed to provide graduate students with opportunities to develop their clinical skills under the guidance of qualified clinical educators. **The nature of this experience requires that students be consistently present in order to get the maximum benefit of the course. For this reason, the following attendance policy will be strictly enforced:**

- Upon the first absence**, the student will be required to complete a SimuCase case study and submit it to the externship and university supervisor within seven days of the absence OR make-up the day during make-up week.
- Upon the second absence**, the student will be required to complete a SimuCase case study and submit to the course instructor within seven days OR make-up the day during make-up week.
- Upon the third absence**, the student will be required to complete a SimuCase case study OR make-up the day during make-up week and will have a meeting scheduled with the externship supervisor, course instructor, and program director as warranted to discuss potential further action to be taken.

At the discretion of the faculty, four or more absences may result in a grade of "unsatisfactory" for the practicum. Program level consequences of receiving a "unsatisfactory" in a course can be found in the student handbook for the program.

For purposes of this policy, one absence is defined as the failure to attend any ONE day of internship. Also, student should always be on time and consistent or excessive tardiness may also result in a grade of "unsatisfactory."

If a student is tardy/late to the externship 3x, this will equal one one day of absence. Students must plan accordingly for commute time and traffic considerations.

In the event of an unplanned absence, due to illness or emergency, the student should contact both their externship supervisor and university supervisor as soon as possible. Excused absences may also include attendance at speech-language pathology conferences or trainings, but these must be approved in

advance by the university and externship supervisor and must be discussed at the beginning of the semester.

Extra Credit:

None

Late Work:

None

Professional Conduct:

Please review the Student Off-site Practicum Handbook for information related to professional conduct expectations.

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.

Rights of Reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

Student email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University-related information. I will send emails through your student email account and post announcements on CourseDen as well. Please check both at least two times per week.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) *is permitted in specific coursework.*

In this course, Gen AI tools are permitted in the following coursework: (as instructed in specific assignments)

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [MLA Style Center on citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

College/School Policies

College of Education Vision

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

College of Education Mission

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

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

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UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vbm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vbm-Y9CAGpzHoFZpHngPF).

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Post-Baccalaureate Certificate in Speech-Language Pathology

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

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

If other, please identify. Program credit hour change

Desired Effective Semester*

Fall

Desired Effective Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

*

Department of Counseling, Higher Education, and Speech-Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

☐ Yes

☒ No

Is this a College of Education Program?*

☒ Yes

☐ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Post-Baccalaureate Certificate in Speech-Language Pathology

Program ID - DO NOT EDIT* 4877

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Post-Baccalaureate Certificate program in Speech-Language Pathology is designed to prepare individuals to receive the appropriate background information and coursework necessary for them to apply to graduate programs in speech-language pathology. An option is available, through completion of an internship, to satisfy requirements for certification as a Speech Language Associate through the Georgia Professional Standards Commission (GaPSC). This will allow candidates to pursue a position as a certified speech language associate working under the supervision of a licensed speech-language pathologist in the school system.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements

Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program.

Standalone coursework in a) biological sciences, b) chemistry or physics, c) social/behavioral sciences, and d) statistics is required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology.

Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

**SLPA 5701 Introduction to Communication
Sciences and Disorders**

**SLPA 5702 Speech and Language Acquisition
and Disorders**

**SLPA 5703 Phonetics and Speech Sound
Disorders**

**SLPA 5704 Anatomy & Physiology of Speech &
Hearing**

SLPA 5705 Speech and Hearing Science

SLPA 5706 Introduction to Audiology

**SLPA 5707 Introduction to Neurological
Disorders**

[Before]

The below internship is optional and can be completed to satisfy requirements for the Speech Language Associate certificate allowing candidates to pursue a position as a certified speech-language associate working under the supervision of a licensed speech-language pathologist in the school system.

**SLPA 5792 Internship in Speech Language
Pathology**

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* To better align with course requirements and be consistent with other graduate internships in the program, SLPA 5792 (Internship in Speech-Language Pathology) will be reduced from 8 credit hours to 6 credit hours. This reduces the total credit hours possible from 29 to 27. Please note that this internship is optional. Only 21 credits are required to complete the certificate. The internship is an optional add-on that students may complete in order to be eligible for certification as a speech-language associate (SLA) by the Georgia Professional Standards Commission.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

Assessment Plan* ☒ I have attached the Assessment Plan.
☐ N/A

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

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

Academic Year 2024-2025					
Program Map					
Post-Baccalaureate Certificate in Speech-Language Pathology					
YEAR 1					
Summer 1			Fall 1		
Course		Credits	Course		Credits
SLPA 5701 Introduction to Communication Disorders		3	SLPA 5702 Speech & Language Acquisition and Disorders		3
			SLPA 5703 Phonetics		3
			SLPA 5704 Anatomy & Physiology of Speech & Hearing		3
SEMESTER TOTAL		3	SEMESTER TOTAL		9
Milestones			Milestones		
If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.			If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.		
Course	Spring 1	Credits	Course	Fall 2	Credits
SLPA 5705 Speech and Hearing Science		3	SLPA 5792 Internship in Speech-Language Pathology (optional)		6
SLPA 5706 Introduction to Audiology		3			
SLPA 5707 Introduction to Neurological Disorders		3			
SEMESTER TOTAL		9	SEMESTER TOTAL		6
Milestones			Milestones		
If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.			This optional internship fulfills the requirement for students to apply for certification as a speech language associate in Georgia schools. In order to receive the SLA certification, students must complete all coursework including biology, chemistry or physics, social/behavioral sciences, and statistics.		

The Post-Baccalaureate Certificate Program in Speech-Language Pathology is designed to prepare individuals to receive the necessary background information and prerequisite coursework to apply to graduate programs in speech-language pathology. Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program. Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

Post-baccalaureate Certificate

Speech-Language Pathology

Student Learning Outcome	Strategic Plan Connection	Measure/Method
1. Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Relevance	Student will complete a key assessment in which they will be required to completed a simulated case study in SLPA 5701
2. Demonstrate knowledge of professional practices and issues within speech-language pathology.	Relevance	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including professional practices and issues.
3. Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	Competitiveness	Students will complete a key assessment assignment in SLPA 5704 in which they demonstrate their understanding of the different anatomical and physiological sytems and their functions as they relate to speech-language
4. Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the life span.	Competitiveness	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including speech and language development across the lifespan.

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in					
Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					
Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in time in their CSD education.					
Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Counseling, Higher Education, and Speech-Language Pathology			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	Speech-Language Pathology	COURSES		Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Demonstrate knowledge of professional practices and issues within speech-language pathology.	Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical	
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)		1	SLPA 5701	I, A	I	I	I		
		2	SLPA 5702	R			R, A		
		3	SLPA 5703	R		R	R		
	3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	SLPA 5704	R		R, A	R	
			5	SLPA 5705	R		R		
			6	SLPA 5706	R		R	R	
			7	SLPA 5707	M	M, A	M	M	
			8	SLPA 5792	M	M	M	M	
			9						
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		10						
			11						
			12						
			13						
			14						
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.		15						
			16						
			17						
			18						
	In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.		19						
			20						
			21						
			22						
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20							
		21							
		22							

Speech Language Pathology, M.Ed.

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply)*

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

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year*

2026

Routing Information

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School/ Department *

Department of Counseling, Higher Education, and Speech-Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department? *

☐ Yes ☒ No

Is this a College of Education Program? *

☒ Yes ☐ No

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

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *

☒ Program ☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Speech Language Pathology, M.Ed.

Program ID - DO NOT EDIT* 4808

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Education in Speech-Language Pathology (residential) program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program prepares students for a professional career in the identification, assessment, and treatment of all communication disorders, including language, articulation, voice, resonance, fluency, and swallowing disorders. Successful completion of the program and other professional requirements is designed to lead the applicant toward obtaining a Master of Education degree (M.Ed.) in Speech-Language Pathology, Georgia Professional Standards Commission (PSC) certification, Georgia Licensure in Speech-Language Pathology, and ASHA's Certificate of Clinical Competence (CCC).

In the graduate program at UWG, students complete closely supervised practicum and/or internships in a variety of settings and with persons of varying ages. The Comprehensive Community Clinic that is housed in the College of Education provides opportunities for students to complete a number of clinical hours on the campus. However, students are required to complete clinical hours in other settings.

Learning Outcomes

Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.

Candidates will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Candidates will demonstrate current knowledge and skills in the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Candidates will demonstrate effective interpersonal interaction and professional qualities in their communication with clients, families, caregivers, and other professionals (including supervisors) while adhering to ASHA's Code of Ethics and behaving professionally.

Admission Requirements

Applicants are accepted for the summer term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

Two strong letters of recommendation from professional references

Personal Statement/Essay

Interview with speech-language pathology faculty

Clear criminal background check

Acceptance to the program with a bachelor's degree in an area other than Speech-Language Pathology requires prior completion of prerequisite courses in the following coursework or equivalents: Speech and Language Acquisition or Language Development; Phonetics; Anatomy and Physiology of Speech and Hearing; Audiology; and three additional speech/language courses (as judged by program faculty to provide knowledge and skills equivalent to those typically gained in a bachelor's degree program in speech-language pathology)

Acceptance to the program requires prior completion of courses in the biological sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary sciences), physical sciences (physics or chemistry), social/behavioral sciences (e.g. psychology, sociology, anthropology, public health), and a stand-alone course in statistics.

Prerequisites

ASHA Basic Skills:

- 1) Biological Science
- 2) Chemistry or Physics
- 3) Social/Behavioral Science
- 4) Statistics

CMSD Prerequisites if bachelor's degree is not in Speech-Language Pathology

- 1) SLPA 3702 Speech & Language Acquisition
- 2) SLPA 3703 Phonetics
- 3) SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism
- 4) SLPA 4703 Introduction to Audiology
- 5) 3 additional CMSD courses approved by program faculty

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Plan of Study (A,B)

SLPA 6701 Stuttering: Theory and Research

SLPA 6702 Voice Disorders

**SLPA 6704 Assessment and Treatment of
Neurogenic Communication Disorders**

**SLPA 6705 Advanced Assessment of Speech-
Language Disorders**

SLPA 6707 Aural Habilitation and Rehabilitation

**SLPA 6708 Advanced Articulation and
Phonological Disorders**

**SLPA 6711 Culturally Responsive Practices in
Communication Sciences and Disorders**

**SLPA 6713 Neuroanatomy and Neurophysiology
of Speech, Language, Hearing, and Swallowing**

SLPA 6740 Motor Speech Disorders

**SLPA 6741 Evaluation and Treatment of
Dysphagia**

**SLPA 6779 Professional Practices, Policies, 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**

SLPA 6761 Methods of Clinical Management

**SLPA 6794 Medical Externship in Speech-
Language Pathology**

[Right] (F)

**SLPA 6796 School Internship: Speech-
Language Pathology**

[Right] (F)

SLPA 7720 Language Disorders and Literacy

Elective (May be repeated for credit) (D)

**SLPA 6785 Special Topics in Speech-Language
Pathology**

[Right] (D)

Total Program (C) 63

(A) A grade of B 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 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 admission to the M.Ed. in Speech-Language Pathology. ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in the statistics, biology, physical science, or chemistry areas. 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). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in 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. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

PROGRAM CURRICULUM

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

Justification and Assessment

Rationale* Data from program assessment (including students' clinical performance scores) indicate that students consistently struggle with administering, scoring, and interpreting assessments in the field. The program has an active course, SLPA 6705--Advanced Assessment of Speech-Language Disorders, which addresses this directly. The current plan of study includes two courses on hearing-related issues. Program faculty are in agreement that students will be best served by removing one of the hearing-related courses (SLPA 6760) and replacing it with the assessment course to prepare them for the area in which

they struggle.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

- Please select all that apply.***
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 - ☒ None of these apply

- Check all that apply to this program***
- ☐ Significant departure from previously approved programs
 - ☐ New instructional site at which more than 50% of program is offered
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SACSCOC Comments

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4.) Curriculum Map Assessment

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

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Assessment Plan* ☒ I have attached the Assessment Plan.

☐ N/A

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

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

University of West Georgia
MASTER OF EDUCATION
SPEECH-LANGUAGE
PATHOLOGY Effective Summer 2024

NAME: _____ SID#: _____ ADVISOR: _____

Plan of Study Courses ^{A, B}	Credit Hours	Gr	Prerequisites			
SUMMER 1			ASHA Basic Skills			
SLPA 6711 Culturally Responsive Practices in Communication Sciences and Disorders	3			Course #	Semester	Grade
SLPA 6713 Neuroanatomy and Physiology	3		Biological Science			
SLPA 6761 Methods of Clinical Management	3		Chemistry or physics			
FALL 1			Social/behavioral science			
SLPA 6704 Neurogenic Communication Disorders	3		Statistics			
SLPA 6708 Advanced Articulation & Phonological Disorders	3		CMSD Prerequisites *Student must take the four core courses, plus three additional CMSD courses			
SLPA 6760 Auditory Disorders	3		CORE:		Semester	Grade
SLPA 6784 Research Seminar in Speech–Language Pathology	3		SLPA 3702 Speech & Language Acquisition			
SLPA 6790 Clinical Practicum & Methods in SLP I	3		SLPA 3703 Phonetics			
SPRING 1			SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism			
SLPA 6702 Voice Disorders	3		SLPA 4703 Introduction to Audiology			
SLPA 6741 Evaluation & Treatment of Dysphagia	3		PLUS 3 (Indicate below):		Semester	Grade
SLPA 6779 Professional Practices in Speech Language Pathology	3					
SLPA 6791 Clinical Practicum & Methods in SLP II	3					
SLPA 7720: Language Disorders and Literacy	3					
SUMMER 2						
SLPA 6701 Stuttering: Theory and Research	3					
SLPA 6707: Aural Habilitation & Rehabilitation	3					
SLPA 6740: Motor Speech Disorders	3					
SLPA 6792: Clinical Practicum & Methods in SLP III	3					
FALL 2						
SLPA 6796: School Internship in Speech Language Pathology	6					
OR						
SLPA 6794: Medical Externship in Speech-Language Pathology	6					
SPRING 2						
SLPA 6796: School Internship in Speech Language Pathology	6					
OR						
SLPA 6794: Medical Externship in Speech-Language Pathology	6					
ELECTIVE (may be repeated for credit) ^D						
SLPA 6785: Special Topics in SLP	3					
TOTAL PROGRAM	63	TOTAL				

^A A grade of B 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)

^D This 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 admission to the M.Ed. in Speech-Language Pathology.* ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

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). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in 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. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

****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, including ASHA basic skills requirements, 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 6796 school internship and 6794 medical externship are required to submit applications for placement to the Office of Field Experiences approximately 2 semesters before practicum enrollment.
4. All Graduate students must attend a Graduate Orientation and Clinical 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

University of West Georgia
MASTER OF EDUCATION
SPEECH-LANGUAGE
PATHOLOGY Effective Summer 2026

NAME: _____ SID#: _____ ADVISOR: _____

Plan of Study Courses ^{A, B}	Credit Hours	Gr	Prerequisites			
SUMMER 1			ASHA Basic Skills			
SLPA 6711 Culturally Responsive Practices in Communication Sciences and Disorders	3			Course #	Semester	Grade
SLPA 6713 Neuroanatomy and Physiology	3		Biological Science			
SLPA 6761 Methods of Clinical Management	3		Chemistry or physics			
FALL 1			Social/behavioral science			
SLPA 6704 Neurogenic Communication Disorders	3		Statistics			
SLPA 6708 Advanced Articulation & Phonological Disorders	3		CMSD Prerequisites *Student must take the four core courses, plus three additional CMSD courses			
SLPA 6705 Advanced Assessment in SLP	3		CORE:		Semester	Grade
SLPA 6784 Research Seminar in Speech–Language Pathology	3		SLPA 3702 Speech & Language Acquisition			
SLPA 6790 Clinical Practicum & Methods in SLP I	3		SLPA 3703 Phonetics			
SPRING 1			SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism			
SLPA 6702 Voice Disorders	3		SLPA 4703 Introduction to Audiology			
SLPA 6741 Evaluation & Treatment of Dysphagia	3		PLUS 3 (Indicate below):		Semester	Grade
SLPA 6779 Professional Practices in Speech Language Pathology	3					
SLPA 6791 Clinical Practicum & Methods in SLP II	3					
SLPA 7720: Language Disorders and Literacy	3					
SUMMER 2						
SLPA 6701 Stuttering: Theory and Research	3					
SLPA 6707: Aural Habilitation & Rehabilitation	3					
SLPA 6740: Motor Speech Disorders	3					
SLPA 6792: Clinical Practicum & Methods in SLP III	3					
FALL 2						
SLPA 6796: School Internship in Speech Language Pathology	6					
OR						
SLPA 6794: Medical Externship in Speech-Language Pathology	6					
SPRING 2						
SLPA 6796: School Internship in Speech Language Pathology	6					
OR						
SLPA 6794: Medical Externship in Speech-Language Pathology	6					
ELECTIVE (may be repeated for credit) ^D						
SLPA 6785: Special Topics in SLP	3					
TOTAL PROGRAM	63	TOTAL				

^A A grade of B 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)

^D This 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 admission to the M.Ed. in Speech-Language Pathology.* ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

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). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in 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. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

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1. Students who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program, including ASHA basic skills requirements, 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 6796 school internship and 6794 medical externship are required to submit applications for placement to the Office of Field Experiences approximately 2 semesters before practicum enrollment.
4. All Graduate students must attend a Graduate Orientation and Clinical 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

M.Ed
Speech-Language Pathology

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
SLO#1 Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.	Strategic Priority 1 Relevance: The program will continue to evolve to be responsive and relevant to students' needs (both inside and outside the classroom) and adapt to a changing world and economy by providing a curriculum that emphasizes clinical knowledge and skills.	SLPA 6704 (Assessment and Treatment of Neurogenic Communication Disorders) This course embedded assignment is submitted to TK20 and requires students to write a case study paper based on clinical scenarios related to neurologically-based communication disorders. Data is collected in the second semester of the graduate program (Fall 1). The course instructor scores the paper using a 4- point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means. The mean score for all individual student submissions will be computed and reported for the program. SLPA 6741 (Dysphagia) Students will complete a standardized online website-based training program (MBSImP) to become proficient at assessing videofluoroscopic swallowing evaluations. The program consists of 17 physiologic components of the swallowing mechanism and their associated impairment scores, which together comprise the MBSImP assessment. Data is collected in the third semester of the graduate program (Spring I). This is a standardized program which results in a grade from the training program. Exit Survey Students in the graduate program complete the Exit Survey in their final semester of the program (Spring 2). One item asks students to rate their perceptions of their preparation in conducting diagnostic evaluations on a 5-point Likert-type scale.	The success criterion is a mean score of 3.0 (proficient). The success criterion is a mean score of 80%. The success criterion is 90% or more of students will "agree" or "strongly agree"					

SLO#2 Candidates will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Strategic Priority 1 Relevance: The program will continue to evolve to be responsive and relevant to students' needs (both inside and outside the classroom) and adapt to a changing world and economy by providing a curriculum that emphasizes research and evidence-based clinical practice.	SLPA 6784 (Research Methods in Speech-Language Pathology) Students complete a research proposal project using a rubric based on real-life scenarios. Data is collected in the second semester (Fall 1) of the graduate program. The course instructor scores the competency using a 4-point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means.	The success criterion is a mean score of 3.0 (proficient).					
	SLPA 6791 (Clinical Practicum and Methods in Speech-Language Pathology II) This is a required intermediate level course in the third semester (Spring 1) of the graduate program. In this course, students write end of semester reports for their clients to reflect assessment, treatment goals, and progress for the semester. The course instructor evaluates the reporting using a clinical writing rubric with a 4-point Likert scale of "Unacceptable, Developing, Proficient, and Exemplary" and computes scores by determining students' individual means.	The success criterion is a mean score of 3.0 (proficient).					
	Exit Survey Students in the graduate program complete the Exit Survey in their final semester of the program (Spring 2). One item asks students to rate their perceptions of their preparation in research processes and integration of research on a 5-point Likert-type scale.	The success criterion is 90% or more of students will "agree" or "strongly agree" that the program was effective in preparing them in research processes.					

SLO#3 Candidates will demonstrate current knowledge and skills in the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.	Strategic Priority 2 Competitiveness: The program will work toward emerging as a first-choice (preferred) university for prospective students, employees, employers, alumni, and supporters by maintaining and expanding diverse clinical skill development.	SLPA 6790, 6791, and 6792 (Clinical Practicum and Methods in Speech-Language Pathology I, II, and III) In these clinical courses, clinical Competency evaluations are completed at the end of the semester in Calipso. The student's clinical supervisor completes the competency evaluation in in Calipso, a system commonly used by academic programs in speech language pathology for assessing and tracking student clinical performance and clockhours. Students are scored on a 5-point Likert scale of "Early emerging" = 1, "Emerging" = 2, "Present" = 3, "Developing Mastery" = 4, and "Independent" = 5, and computes scores by determining students' individual means. Exit Survey Students in the graduate program complete the Exit Survey in their final semester of the program. One item on the exit survey asks students to rate their perceptions of their preparation in prevention, assessment, and intervention of communication and swallowing disorders on a 5-point Likert-type scale. Praxis Program graduates take the Praxis in Speech-Language Pathology in order to receive licensure and/or certification to practice as SLPs. The program's 3-year Praxis pass rate will be examined, consistent with requirements by the Council for Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA).	In SLPA 6790: 2.5 In SLPA 6791: 3.0 In SLPA 6792: 3.5 The success criterion is that 90% or more of students will "agree" or "strongly agree" that the program was effective in preparing them in prevention, assessment, and intervention The success criteria is a Praxis					
SLO#4 Candidates will demonstrate effective interpersonal interaction and professional qualities in their communication with clients, families, caregivers, and other professionals (including supervisors) while adhering to ASHA's Code of Ethics and behaving professionally.	Strategic Priority 2 Competitiveness: The program will work toward emerging as a first-choice (preferred) university for prospective students, employees, employers, alumni, and supporters by maintaining and expanding diverse clinical skill development.	SLPA 6790, 6791, and 6792 (Clinical Practicum and Methods in Speech-Language Pathology I, II, and III) In these clinical courses, clinical Competency evaluations are completed at the end of the semester in Calipso. The student's clinical supervisor completes the competency evaluation in in Calipso, a system commonly used by academic programs in speech language pathology for assessing and tracking student clinical performance and clockhours. Students are scored on a 5-point Likert scale of "Early emerging" = 1, "Emerging" = 2, "Present" = 3, "Developing Mastery" = 4, and "Independent" = 5, and computes scores by determining students' individual means. Exit Survey Students in the graduate program complete the Exit Survey in their final semester of the program. One item on the exit survey asks students to rate their perceptions of their preparation in ethical conduct on a 5-point Likert-type scale. The success criterion is that 90% or more of students will "agree" or "strongly agree" that the program was effective in preparing them in ethical conduct.	In SLPA 6790: 2.5 In SLPA 6791: 3.0 In SLPA 6792: 3.5 The success criterion is that 90% or more of students will "agree" or "strongly agree" that the program was effective in					

SL0 1: Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.

SLPA 6711: CLD	
SLPA 6713: Neuroanatomy	I
SLPA 6761: Methods of Clin	
SLPA 6704: Neurogenic	I, A
SLPA 6705: Assessment	I
SLPA 6708: Artic/Phon	R
SLPA 6784: Research	
SLPA 6790: Clinic I	R
SLPA 6702: Voice	R
SLPA 6741: Dysphagia	R, A
SLPA 6779: Trends	R
SLPA 6791: Clinic II	R
SLPA 7720: Lang and Literacy	R
SLPA 6701: Stuttering	R
SLPA 6707: Aural (re)hab	R
SLPA 6740: Motor speech	R
SLPA 6792: Clinic III	R
SLPA 6796: School Intern	M
SLPA 6794: Med Extern	M

I = Introduced
R = Reinforced
M = Mastered
A= Assessed

	SLO 3: Candidates will demonstrate current knowledge and skills in the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
SLO 2: Candidates will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	I
I	I
I	I
I	I
R, A	R
R	R, A
R	R
R	R
R	R
R, A	R, A
R	R
R	R
R	R
R	R
R	R, A
M	M
M	M

SLO 4: Candidates will demonstrate effective interpersonal interaction and professional qualities in their communication with clients, families, caregivers, and other professionals (including supervisors) while adhering to ASHA's Code of Ethics and behaving professionally.

I

I

R, A

R, A

R, A

M

M

Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

*

Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

☐ Yes

☒ No

Is this a College of Education Program?*

☒ Yes

☐ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship

Program ID - DO NOT EDIT* 4810

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The Ed.S. in Learning Design and Educational Technology program consists of two program concentrations: (1) School Librarianship and (2) Instructional Technology.

The Ed.S. program with a concentration in School Librarianship is designed to prepare school librarians to serve in district-level school library leadership roles in PK-12 school districts. Applicants for concentration one in School Librarianship must be eligible for S-5 certification in School Librarian.

The Ed.S. program with a concentration in Instructional Technology includes two tracks. The first track (Certification) provides initial preparation for P12 educators to be eligible for S-6 IT Certification in the state of Georgia and reinforces those ideas through advanced coursework. The second track (General) provides advanced preparation for instructional designers, instructional technology coordinators, and already certified K-12 (e.g., teachers, school librarians, instructional technology coordinators possessing IT Certification) seeking to gain additional skills in instructional technology for integration into the P-12 classroom. Admission requires a master's degree in any field and at least a 3.0 GPA.

Exit certification eligibility is determined by the certificate held during admission to the program.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Online

Curriculum Information

School Librarianship Concentration

Ed.S. Core Required for all Candidates (15 hours)

MEDT 7469 Strategic Leadership Role of the School Librarian

MEDT 8470 Action Research for School Libraries

MEDT 8461 Diffusion of Innovations

MEDT 8464 Trends and Issues in School Libraries

MEDT 8468 The Instructional Leadership Role of the School Librarian

Elective Courses: 15 hours required

[Before] Instructional Technology Certification sequence*

[Before] MEDT 7461 Instructional Technology, Media, & Design

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

[Before]

Reading Endorsement sequence*

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7201 Teacher as Language and Literacy Leader

[Before]

Online Teaching Endorsement sequence*

MEDT 7461 Instructional Design in K-12 Environments

[Right] (or MEDT 7464 Designing Technology Enhanced Instruction)

MEDT 7472 Introduction to Distance Learning

MEDT 7489 Asynchronous Online Course Design

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] (not offered in summers; Prerequisite: MEDT 7489)

[Right] (Prerequisite MEDT 7472)

[Before]

Additional Electives

MEDT 7485 Special Topics in Media

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

MEDT 7496 Generative AI for P-12

MEDT 7498 Design and Development of Maker-centered Instruction

CEPD 8102 Lifespan Human Development

READ 7267 Diversity and Equity in Children's and Young Adult Literature

[After] Other electives as approved by advisor

***Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC).**

Must pass the appropriate GACE content assessment(s), if applicable, to be eligible for certification.

Instructional Technology Concentration

General Track

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations

MEDT 8462 Leading and Managing Instructional Technology Programs

MEDT 8463 Issues in Instructional Technology

MEDT 8465 Human Performance Improvement

MEDT 8466 Portfolio Capstone

Electives (15 hours)

[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7489 Asynchronous Online Course Design

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] (not offered in summers; Prerequisite: MEDT 7489)

[Before]

Additional Electives

MEDT 7461 Instructional Design in K-12 Environments

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Right] (not offered in summers)

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration

with Technology

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

MEDT 7496 Generative AI for P-12

MEDT 7497 Extended Reality for Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7499 Methods & Strategies for CT-integrated Learning

MEDT 7485 Special Topics in Media

[Right] (with advisor approval)

CEPD 8102 Lifespan Human Development

[After] Others to be approved by advisor

[After]

1. This program is designed for students who already possess Instructional Technology Certification from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.

2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.

3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.

4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

8. Upon acceptance into program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

Certification Track

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations
MEDT 8462 Leading and Managing Instructional Technology Programs
MEDT 8463 Issues in Instructional Technology
MEDT 8465 Human Performance Improvement
MEDT 8466 Portfolio Capstone

Instructional Technology Certification Courses (9 hours)

MEDT 7464 Designing Technology Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
[Right] (not offered in summer semesters)

Additional Electives (6 hours)

[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning
[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7489 Asynchronous Online Course Design

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] Not offered in Summer Semesters

[Right] (Prerequisite: MEDT 7489)

[Before] Additional Electives

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7473 Advanced Multimedia

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7485 Special Topics in Media

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

MEDT 7496 Generative AI for P-12

MEDT 7497 Extended Reality for Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7499 Methods & Strategies for CT-integrated Learning

CEPD 8102 Lifespan Human Development

[After] Others to be approved by advisor

[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).

2. Students must pass the GACE Content Assessments for IT if they seek certification.

3. Induction or Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

4. Students cannot repeat courses from a previous degree program for credit towards this degree.

5. The Online Teaching Endorsement and the Online Teaching Certificate are two program

Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The

endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.

6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

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PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.

Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.

Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.
☒ N/A

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

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

CURRENT

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)

Concentration: Instructional Technology

Track: Certification

Entry Degree: Master's Entry Certification for Georgia Educators: Induction or Professional Certificate in any field		Exit Degree: Ed.S. Instructional Technology, Media, and Design (27 hrs required) Potential Exit Certification for Georgia Educators: S-6 Instructional Technology	
Student Name :		Student 917#:	
Student Email :		Student Phone :	
Student GaPSC Certification ID# (put "n/a" if not applicable):		Student Professional Role (put "n/a" if not applicable):	
GaPSC Certification Field(s) You Hold (or put "n/a"):		Advisor Name :	

Ed.S. in Instructional Technology, Media, and Design ([IT Cert. Sequence](#))

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
IT Certification (9 hours)				
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
Electives (6 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e -Learning (Prerequisite: MEDT 7472)	3		
Additional Electives				
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7479	Digital Game Based Learning	3		

MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).
2. Students must pass the GACE Content Assessments for IT if they seek certification.
3. Induction or Professional certificate upon admission is required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
4. Students cannot repeat courses from a previous degree program for credit towards this degree.
5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.
6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
8. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).
9. Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns and attach an up-to-date copy of your program sheet to aid communication.
10. MEDT 7461 has been removed from the elective course list (Dec. 2024).

EFFECTIVE Fall 2023

Updated

PROPOSED

University of West Georgia

Degree: Ed.S. in **Learning Design and Educational Technology** (27 hours)

Concentration: Instructional Technology

Track: Certification

Entry Degree: Master's		Exit Degree: Ed.S. Learning Design and Educational Technology (27 hours required)	
Entry Certification for Georgia Educators: Induction or Professional Certificate in any field		Potential Exit Certification for Georgia Educators: S-6 Instructional Technology	
Student Name :		Student 917#:	
Student Email :		Student Phone :	
Student GaPSC Certification ID# (put "n/a" if not applicable):		Student Professional Role (put "n/a" if not applicable):	
GaPSC Certification Field(s) You Hold (or put "n/a"):		Advisor Name :	

Ed.S. in **Learning Design and Educational Technology**

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8466	Portfolio Capstone (Taken last semester of program)	0		
IT Certification (9 hours)				
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning	3		
MEDT 7476	Coaching for Technology -Enhanced Learning (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
Electives (6 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Online Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7489	Asynchronous Online Course Design (Two Prerequisites: MEDT 7461 or MEDT 7464; and MEDT 7472)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7489) (MEDT 7491 not offered in summers)	3		
Additional Electives				
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		

MEDT 7485	Special Topics	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
MEDT 7496	Generative AI for P-12	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC).
2. Students must pass the GACE Content Assessments for IT if they seek certification.
3. Induction or Professional certificate upon admission is required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
4. Students cannot repeat courses from a previous degree program for credit towards this degree.
5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.
6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
8. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).
9. Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns and attach an up-to-date copy of your program sheet to aid communication.

CURRENT

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (27 hours)

Concentration: Instructional Technology

Track: General

Entry Degree: Master's

Entry Certification for Georgia Educators:

Induction or Professional Certificate in any field

Exit Degree: Ed.S. Instructional Technology, Media, and

Design (27 hrs required)

Student Name :	Student 917#:
Student Email :	Student Phone :
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	Advisor Name :

Ed.S. in Instructional Technology, Media, and Design ([General Track Sequence](#))

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8466	Comprehensive Exam for Ed.S. Media IT (Taken last semester of program)	0		
Electives / Tracks (15 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472) (not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e -Learning (Prerequisite: MEDT 7472)	3		
Additional Electives				
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7476	Assessing Learning in Technology-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
MEDT 7479	Digital Game Based Learning	3		

MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. This program is designed for students who already possess Instructional Technology Certification from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.
2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.
3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.
4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).
8. Upon acceptance into program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.
9. MET 7461 has been removed from the elective course list (Dec. 2024).

EFFECTIVE Fall 2023

PROPOSED

University of West Georgia

Degree: Ed.S. in Learning Design and Educational Technology (27 hours)

Concentration: Instructional Technology

Track: General

Entry Degree: Master's Entry Certification for Georgia Educators: Induction or Professional Certificate in Instructional Technology		Exit Degree: Ed.S. Learning Design and Educational Technology (27 hours required)	
Student Name :		Student 917#:	
Student Email :		Student Phone :	
Student GaPSC Certification ID# (put "n/a" if not applicable):		Student Professional Role (put "n/a" if not applicable):	
GaPSC Certification Field(s) You Hold (or put "n/a"):		Advisor Name :	

Ed.S. in Learning Design and Educational Technology

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Instructional Technology Required Courses (12 hours)				
MEDT 8463	Issues in Instructional Technology	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8465	Human Performance Improvement	3		
MEDT 8462	Leading and Managing Instructional Technology Programs	3		
MEDT 8466	Portfolio Capstone (Taken last semester of program)	0		
Electives / Tracks (15 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Online Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7489	Asynchronous Online Course Design (Two Prerequisites: MEDT 7461 or MEDT 7464; and MEDT 7472)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7489) (MEDT 7491 not offered in summers)	3		
Additional Electives				
MEDT 7461	Instructional Design in K-12 Environments	3		
MEDT 7462	Internet Tools, Resources, and Issues in Education	3		
MEDT 7464	Designing Technology-Enhanced Instruction	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7468	Instructional Multimedia Design & Development	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7476	Coaching for Technology-Enhanced Learning (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461)	3		
MEDT 7479	Digital Game Based Learning	3		

MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
MEDT 7496	Generative AI for P-12	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
CEPD 8102	Lifespan Human Development	3		
	Others to be approved by advisor	3		

Notes:

1. This program is designed for students who already possess Instructional Technology Certification from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.
2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.
3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.
4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).
8. Upon acceptance into program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns and attach an up-to-date copy of your program sheet to aid communication.
9. MET 7461 has been removed from the elective course list (Dec. 2024).

EFFECTIVE Fall 2023

Updated

University of West Georgia

Degree: Ed.S. in Instructional Technology, Media, and Design (30 hours)

Concentration: School Librarianship

Entry Degree: Master's

Entry Certification for Georgia Educators: For Georgia Educators, SRS-5 School Librarian (P-12) or equivalent (30 hrs. required)

Exit Degree: Ed.S. in Instructional Technology, Media, and Design (30 hrs required)

Potential Exit Certification for Georgia Educators: SRS-6 School Librarian (P-12)

Student Name:

Student 917#:

Student Email:

Student Phone:

Student GaPSC Certification ID# (put "n/a" if not applicable):

Student Professional Role (put "n/a" if not applicable):

GaPSC Certification Field(s) You Hold (or put "n/a"):

Advisor Name:

Ed.S. in Instructional Technology, Media, and Design (SL Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Ed.S. Core (15 hours required)				
MEDT 7469	Strategic Leadership Role of the School Librarian	3		
MEDT 8468	The Instructional Leadership Role of the School Librarian	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8464	Trends and Issues in School Libraries	3		
MEDT 8470	Action Research for School Libraries	3		
Electives (15 hours required)				
	Instructional Technology Certification sequence			
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7464	Designing Technology Enhanced Instruction*	3		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	3		
	Reading Endorsement sequence			
READ 7271	Theoretical and Pedagogical Approaches to Language and Literacy Instruction *	3		
READ 7263	Comprehensive Literacy Assessments & Interventions*	3		
READ 7201	Teacher as Language and Literacy Leader*	3		
	Online Teaching Endorsement sequence			
MEDT 7461	Instructional Design in K12 Environments	3		
MEDT 7472	Introduction to Distance Learning	3		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	3		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	3		
	Additional Electives			
MEDT 7485	Special Topics in Media	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
CEPD 8102	Life Span Human Development	3		
READ 7267	Diversity & Equity in Children's Lit	3		
	Other electives as approved by Advisor			

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification.

University of West Georgia

Degree: Ed.S. in Learning Design and Educational Technology (30 hours)

Concentration: School Librarianship

Entry Degree: Master's

Exit Degree: Ed.S. in Learning Design and Educational Technology (30 hrs required)

Entry Certification for Georgia Educators: For Georgia Educators, SRS-5 School Librarian (P-12) (30 hrs. required)

Student Name:

Student 917#:

Student Email:

Student Phone:

Student GaPSC Certification ID# (put "n/a" if not applicable):

Student Professional Role (put "n/a" if not applicable):

GaPSC Certification Field(s) You Hold (or put "n/a"):

Advisor Name:

Ed.S. in Learning Design and Educational Technology (SL Concentration) (30 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Ed.S. Core (15 hours required)				
MEDT 7469	Strategic Leadership Role of the School Librarian	3		
MEDT 8468	The Instructional Leadership Role of the School Librarian	3		
MEDT 8461	Diffusion of Innovations	3		
MEDT 8464	Trends and Issues in School Libraries	3		
MEDT 8470	Action Research for School Libraries	3		
Electives (15 hours required)				
Instructional Technology Certification sequence				
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7464	Designing Technology Enhanced Instruction*	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning *	3		
MEDT 7476	Coaching for Technology-Enhanced Learning*	3		
Reading Endorsement sequence				
READ 7271	Theoretical and Pedagogical Approaches to Language and Literacy Instruction *	3		
READ 7263	Comprehensive Literacy Assessments & Interventions*	3		
READ 7201	Teacher as Language and Literacy Leader*	3		
Online Teaching Endorsement sequence				
MEDT 7461	Instructional Design in K12 Environments	3		
MEDT 7472	Introduction to Online Learning	3		
MEDT 7489	Asynchronous Online Course Design	3		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	3		
Additional Electives				
MEDT 7485	Special Topics in Media	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7473	Advanced Multimedia	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
MEDT 7496	Generative AI for P-12	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
CEPD 8102	Life Span Human Development	3		

READ 7267	Diversity & Equity in Children's Lit	3		
	Other electives as approved by Advisor			

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification.

Learning Design and Educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

☒ Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

☐ Yes

☒ No

Is this a College of Education Program?*

☒ Yes

☐ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Learning Design and Educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship

Program ID - DO NOT EDIT* 4809

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Education

Program Description* The online Master of Education with a major in Learning Design and Educational Technology includes three tracks: Instructional Technology, School Librarianship, and School Librarianship with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care, and governmental organizations. Graduates of the School Librarianship program are well-grounded in the day-to-day management of P - 12 School Libraries. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications, while School Library students derive learning experiences from practical field experiences in library settings. Program learning experiences are grounded in theoretical perspectives and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Online

Curriculum Information

Degree Requirements

The major in learning design and educational technology is designed to prepare school librarians and instructional technologists at the graduate level. The master's program requires 30 to 36 semester hours and consists of three program concentrations: (1) school librarianship (30-33 hours); (2) instructional technology (30 hours), and (3) school librarianship with instructional technology certification (36 hours). Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as school librarians. Students acquire skills that are necessary to design and deliver an effective school library program as well as evaluate its effectiveness through formative and summative measures.

With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions.

With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as school librarians. Students acquire skills that are necessary to design and deliver an effective school library program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues.

All master's programs require a bachelor's degree from an accredited institution.

School Librarianship Concentration

Education Core (6-9 hrs)

EDRS 6301 Introduction to Research in the Human Sciences

CEPD 6101 Psychology of Classroom Learning

SPED 6706 Special Education in the Regular Classroom

[Right] (required if candidate has not already met House Bill 671 requirement through course/training or renewable professional certificate. If certified, take 6 hours and an elective; if not currently certified, take 9 hours and an elective).

School Librarianship Certification Sequence (21hrs)

MEDT 7451 Administration of the School Library Program

[Right] *

[Right] (taken first semester)

MEDT 7452 Multiple Literacies for the School Library

[Right] *

MEDT 7454 Promoting Children's and Young Adult Literature in the School Library

[Right] *

MEDT 7455 Selection, Organization, and Curation of Materials in the School Library

[Right] *

MEDT 7461 Instructional Design in K-12 Environments

[Right] *

MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Program

[Right] *

MEDT 7487 Practicum: School Librarianship

[Right] * (must be taken during last semester in program)

Electives (3 hrs)

CURR 6575 Curriculum Trends and Issues

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7479 Digital Game-Based Learning
MEDT 7468 Instructional Multimedia Design and Development
MEDT 7485 Special Topics in Media
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7496 Generative AI for P-12
[Right] Another elective may be selected if approved by the advisor.

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Introduction to Research in the Human Sciences
[Right] (required)

CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues
MEDT 7266 Portfolio Capstone
[Right] (required)

Instructional Technology Certification (9 hrs)

MEDT 7464 Designing Technology Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
[Right] * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

IT Focused Core (6 hrs)

MEDT 7461 Instructional Design in K-12 Environments
[Right] *
MEDT 7468 Instructional Multimedia Design and Development

Electives - (9 hrs - select 3 courses)

[Before] Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

MEDT 7489 Asynchronous Online Course Design

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] (not offered in summers; Prerequisite: MEDT 7489)

[Before]

Additional Elective Courses

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7485 Special Topics in Media

[Right] (with advisor approval)

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

MEDT 7496 Generative AI for P-12

MEDT 7497 Extended Reality for Learning

MEDT 7498 Design and Development of Maker-centered Instruction

MEDT 7499 Methods & Strategies for CT-integrated Learning

[After] Others to be approved by advisor

[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.

2. Students who are not in a K12 setting should not take MEDT 7461. These students should

consult with their advisor to determine a suitable replacement.

3. Special Education in the Regular Classroom - House Bill 671 requirement must be met - course or training or current Renewable Professional certificate.

4. Students must pass the GACE Content Assessments for IT if they seek certification.

5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

10. Upon acceptance into the program, you are directed to carefully read the Orientation Guide and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

School Librarianship with Instructional Technology Concentration

M.Ed. Core (Required 6 hours)

CURR 6575 Curriculum Trends and Issues

CEPD 6101 Psychology of Classroom Learning

**EDRS 6301 Introduction to Research in the
Human Sciences**

[Right] (required)

School Librarianship Certification Sequence (21 hours)

**MEDT 7451 Administration of the School
Library Program**

[Right] *

**MEDT 7452 Multiple Literacies for the School
Library**

**MEDT 7461 Instructional Design in K-12
Environments**

[Right] *

**MEDT 7455 Selection, Organization, and
Curation of Materials in the School Library**

[Right] *

**MEDT 7454 Promoting Children's and Young
Adult Literature in the School Library**

[Right] *

**MEDT 7465 Integrating Technology for
Teaching and Learning in the School Library
Program**

[Right] *

MEDT 7487 Practicum: School Librarianship

[Right] *

Instructional Technology Certification Sequence (9 hours)

**MEDT 7464 Designing Technology Enhanced
Instruction**

[Right] *

**MEDT 7490 Visual and Media Literacy for
Teaching and Learning**

[Right] *

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

***Required courses for certification through Georgia Professional Standards Commission (GaPSC).**

[Right] * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.

Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.

Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

Please select all that apply.*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☒ None of these apply

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☒ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach it to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach it to this proposal.

Program Map* ☒ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☒ N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Current

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30-33 hours)

Concentration: School Librarianship

Entry Degree: Bachelor's

Entry Certification for Georgia Educators: Renewable

Professional or no teaching certificate – You must be a certified educator to take this program of study.

Exit Degree: M.Ed. in Instructional Technology, Media, and Design (30-33 hrs required)

Potential Exit Certification for Georgia Educators: SRS-5 School Librarian (P-12)

Student Name:

Student 917#:

Student Email:

Student Phone:

Student GaPSC Certification ID# (put "n/a" if not applicable):

Student Professional Role (put "n/a" if not applicable):

GaPSC Certification Field(s) You Hold (include cert #):

Advisor Name:

M.Ed. in Instructional Technology, Media, and Design (SL Concentration) (30-33 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (Media Specialist Cert. sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Library* (taken first semester)	3		
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Program*	3		
MEDT 7452	Multiple Literacies for the School Library *	3		
MEDT 7487	Practicum for School Librarianship* (must be taken during last semester in program)	3		
Education Core (6-9 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning (required)	3		
SPED 6706	Special Education in the Regular Education Classroom**	3		
Elective (3 hours required)				
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7479	Digital Game-Based Learning	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7485	Special Topics (with advisor approval)	3		
	Other elective approved by advisor			

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate). (If certified, take 6 and an elective, if not currently certified, take 9 and an elective)

***Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Proposed

University of West Georgia

Degree: M.Ed. in Learning Design and Educational Technology (30-33 hours)

Concentration: School Librarianship

Entry Degree: Bachelor's	Exit Degree: M.Ed. in Learning Design and Educational Technology (30-33 hrs required)
Entry Certification for Georgia Educators: Renewable Professional or no teaching certificate	Potential Exit Certification for Georgia Educators: SRS-5 School Librarian (P-12)

Student Name:	Student 917#:
Student Email:	Student Phone:
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (include cert #):	Advisor Name:

M.Ed. in Learning Design and Educational Technology (SL Concentration) (30-33 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (School Librarian Cert. sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Library* (taken first semester)	3		
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Program*	3		
MEDT 7452	Multiple Literacies for the School Library *	3		
MEDT 7487	Practicum for School Librarianship* (must be taken during last semester in program)	3		
Education Core (6-9 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning (required)	3		
SPED 6706	Special Education in the Regular Education Classroom**	3		
Elective (3 hours required)				
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning	3		
MEDT 7496	Generative AI for P-12	3		
MEDT 7479	Digital Game-Based Learning	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7485	Special Topics (with advisor approval)	3		
	Other elective approved by advisor			

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate). (If certified, take 6 and an elective, if not currently certified, take 9 and an elective)

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Current

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (36 hours)

Concentration: School Librarianship with Instructional Technology Certification

Entry Degree: Bachelor's

Entry Certification for Georgia Educators: Renewable Professional

Exit Degree: M.Ed. in Instructional Technology, Media, and Design (36 hrs required)

Potential Exit Certification for Georgia Educators: SRS-5 School Librarian (P-12) & SRS-5 Instructional Technology (P-12)

Student Name:	Student 917#:
Student Email:	Student Phone:
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	Advisor Name:

M.Ed. in Instructional Technology, Media, and Design (SL Concentration/IT Cert) (36 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (Media Specialist Cert. Sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Library Program* (taken first semester)	3		
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Program*	3		
MEDT 7452	Multiple Literacies for the School Library *	3		
MEDT 7487	Practicum for School Librarianship* (must be taken during last semester in program)	3		
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
Instructional Technology Cert. Sequence (9 hours required)				
MEDT 7464	Designing Technology-Enhanced Instruction*^	3		
MEDT 7490	Visual & Media Literacy for Teaching & Learning*	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	3		

*Required courses for certification through Georgia Professional Standards Commission (GaPSC). Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

^8/23 - Prior to 8/23, MEDT 7468 was part of the IT Certification. MEDT 7464 is now the preferred course.

NOTE for students seeking GaPSC certification upgrades: The major of this dual certification/degree program is School Library with an add-on of Instructional Technology. Therefore, you must pass the GACE School Library Assessment for the master's level upgrade with the GaPSC. You do not need to pass the GACE Instructional Technology Assessment for the upgrade. Successful completion of the GACE Instructional Technology Assessment is only required to add the field of Instructional Technology to your certificate after completing the Instructional Technology certification coursework from within your degree program.

Proposed

University of West Georgia

Degree: M.Ed. in Learning Design and Educational Technology (36 hours)

Concentration: School Librarianship with Instructional Technology Certification

Entry Degree: Bachelor's

Entry Certification for Georgia Educators: Renewable Professional

Exit Degree: M.Ed. in Learning Design and Educational Technology (36 hrs required)

Potential Exit Certification for Georgia Educators: SRS-5 School Librarian (P-12) & SRS-5 Instructional Technology (P-12)

Student Name:

Student 917#:

Student Email:

Student Phone:

Student GaPSC Certification ID# (put "n/a" if not applicable):

Student Professional Role (put "n/a" if not applicable):

GaPSC Certification Field(s) You Hold (or put "n/a"):

Advisor Name:

M.Ed. in Learning Design and Educational Technology (SL Concentration/IT Cert) (36 hours)

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
SLM Focused Core (School Librarian Cert. Sequence) Core (21 hours required)				
MEDT 7451	Administration of the School Library Program* (taken first semester)	3		
MEDT 7461	Instructional Design in K12 Environments*	3		
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	3		
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Program*	3		
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Program*	3		
MEDT 7452	Multiple Literacies for the School Library *	3		
MEDT 7487	Practicum for School Librarianship* (must be taken during last semester in program)	3		
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
Instructional Technology Cert. Sequence (9 hours required)				
MEDT 7464	Designing Technology-Enhanced Instruction*^	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning*	3		
MEDT 7476	Coaching for Technology-Enhanced Learning*	3		

*Required courses for certification through Georgia Professional Standards Commission (GaPSC). Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

^8/23 - Prior to 8/23, MEDT 7468 was part of the IT Certification. MEDT 7464 is now the preferred course.

NOTE for students seeking GaPSC certification upgrades: The major of this dual certification/degree program is School Library with an add-on of Instructional Technology. Therefore, you must pass the GACE School Library Assessment for the master's level upgrade with the GaPSC. You do not need to pass the GACE Instructional Technology Assessment for the upgrade. Successful completion of the GACE Instructional Technology Assessment is only required to add the field of Instructional Technology to your certificate after completing the Instructional Technology certification coursework from within your degree program.

CURRENT

University of West Georgia

Degree: M.Ed. in Instructional Technology, Media, and Design (30 hours)

Concentration: Instructional Technology

Entry Degree: Bachelor's	Exit Degree: M.Ed. in Instructional Technology, Media, and Design (30 hrs required)
Entry Certification for Georgia Educators: Renewable Professional (or no certificate)	Potential Exit Certification for Georgia Educators: S-5 instructional technology

Student Name :	Student 917#:
Student Email :	Student Phone :
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	Advisor Name :

M.Ed. in Instructional Technology, Media, and Design ([P-12 Certified Sequence](#))

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT (required)	0		
Instructional Technology Certification (9 hours)				
MEDT 7464	Designing Technology Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
IT Focused Core (6 hours)				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
Electives (9 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472)(not offered in summers)	3		
MEDT 7492	Leadership and Administration of Online Learning and e - Learning (Prerequisite: MEDT 7472)	3		
Additional Elective Courses				
MEDT 7462	Internet Tools, Resources & Applications	3		
MEDT 7466	Digital Photography in Instruction	3		

MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
	Others to be approved by advisor			

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.
2. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
3. Students must pass the GACE Content Assessments for IT if they seek certification.
4. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
8. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
9. Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

EFFECTIVE Fall 2023

Updated

PROPOSED

University of West Georgia

Degree: M.Ed. in **Learning Design and Educational Technology** (30 hours)

Concentration: Instructional Technology

Entry Degree: Bachelor's

Entry Certification for Georgia Educators: Renewable Professional (or no certificate)

Exit Degree: M.Ed. in **Learning Design and Educational Technology** (30 hours required)

Potential Exit Certification for Georgia Educators: SRS-5 Instructional Technology

Student Name :	Student 917#:
Student Email :	Student Phone :
Student GaPSC Certification ID# (put "n/a" if not applicable):	Student Professional Role (put "n/a" if not applicable):
GaPSC Certification Field(s) You Hold (or put "n/a"):	Advisor Name :

M.Ed. in **Learning Design and Educational Technology**

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (required)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7266	Portfolio Capstone (required)	0		
Instructional Technology Certification (9 hours)				
MEDT 7464	Designing Technology Enhanced Instruction	3		
MEDT 7490	21st Century Literacy Skills for Teaching and Learning	3		
MEDT 7476	Coaching for Technology -Enhanced Learning (not offered in summers) (Prerequisite: MEDT 7464 or MEDT 7461, effective Spring 2022)	3		
IT Focused Core (6 hours)				
MEDT 7461	Instructional Design in K-12 Environments	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
Electives (9 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Online Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7489	Asynchronous Online Course Design (Two Prerequisites: MEDT 7461 or MEDT 7464; and MEDT 7472)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7489) (MEDT 7491 not offered in summers)	3		

Additional Elective Courses				
MEDT 7462	Internet Tools, Resources & Applications	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics	3		
MEDT 7492	Leadership and Administration of Online Learning and e - Learning	3		
MEDT 7496	Generative AI for P-12	3		
MEDT 7497	Extended Reality for Learning	3		
MEDT 7498	Design and Development of Maker-centered Instruction	3		
MEDT 7499	Methods & Strategies for CT-integrated Learning	3		
	Others to be approved by advisor			

Notes:

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.
2. Students who are not in a K12 setting should not take MEDT 7461. These students should consult with their advisor to determine a suitable replacement.
3. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
4. Students must pass the GACE Content Assessments for IT if they seek certification.
5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.
7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.
8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
9. To graduate, students must hold a minimum of a “B” average (i.e., 3.0).
10. Upon acceptance into the program, you are directed to carefully read the [Orientation Guide](#) and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

Educational Leadership, M.Ed.

2026-2027 Graduate New Program Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Program Type*

- ☒ Degree Program
- ☐ Embedded Certificate
- ☐ Stand-Alone Certificate
- ☐ Minor
- ☐ Endorsement
- ☐ Educator Certification

If embedded, please
list the parent
program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact

School/ Department*

Department of Leadership, Research, and School Improvement

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*

☐ Yes ☒ No

Is this a College of Education Program?*

☒ Yes ☐ No

Program Information

Program Name* Educational Leadership, M.Ed.

Degree Type*

Master of Education

Program Description* The Master of Education (M.Ed.) in Educational Leadership is a 30-credit-hour graduate program designed to prepare educators for leadership roles in P–12 school settings. The program includes the 18-credit-hour GaPSC-approved Tier I Educational Leadership core, which provides foundational preparation aligned with Georgia leadership standards. In addition to the Tier I core, candidates complete 12 credit hours within one of two specialization tracks: Strategic Leadership or Coaching for Teaching and Learning. These specialization tracks extend leadership preparation by addressing areas such as organizational leadership, instructional improvement, professional learning, and coaching. The program structure ensures alignment with state certification requirements while providing flexibility for candidates to pursue focused leadership development within a 30-credit-hour master’s degree program.

Program Location*

Online

Status* ☒ Active-Visible ☐ Inactive-Hidden

How will the proposed program be delivered?*

- ☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- ☐ Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- ☒ Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- ☐ On Campus or Hybrid
- ☐ On Campus or Online
- ☐ Hybrid or Online
- ☐ On Campus or Hybrid or Online

Curriculum Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program* ☒ Program
☐ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Program Description

The Master of Education (M.Ed.) in Educational Leadership is a 30-credit-hour graduate program designed to prepare educators for leadership roles in P–12 school settings. The program includes the 18-credit-hour GaPSC-approved Tier I Educational Leadership core, which provides foundational preparation aligned with Georgia leadership standards. In addition to the Tier I core, candidates complete 12 credit hours within one of two specialization tracks: Strategic Leadership or Coaching for Teaching and Learning. These specialization tracks extend leadership preparation by addressing areas such as organizational leadership, instructional improvement, professional learning, and coaching. The program structure ensures alignment with state certification requirements while providing flexibility for candidates to pursue focused leadership development within a 30-credit-hour master's degree program.

Admission Requirements

Admission to the Master of Education (M.Ed.) in Educational Leadership is competitive and is governed by both the University of West Georgia Graduate Admissions requirements and the Georgia Professional Standards Commission (GaPSC) Tier I Educational Leadership certification rules. Applicants must meet the following program-specific criteria in addition to general UWG graduate admission requirements.

General Program Admission Requirements

Applicants must:

Hold a bachelor's degree from a regionally accredited institution.

Have a minimum cumulative GPA of 2.75 on undergraduate coursework or on the most recent graduate degree.

Submit official transcripts from all colleges and universities attended to the UWG Graduate Admissions Office.

Be employed in a P–12 school setting or an organization providing educational services, consistent with GaPSC requirements for field-based leadership preparation.

To meet GaPSC Tier I Educational Leadership certification entry requirements, applicants must also provide:

Evidence of valid initial Georgia educator certification (or equivalent out-of-state certification, as permitted by GaPSC).

Documentation of at least two years of successful teaching experience in a P–12 educational setting.

Completion of the Ethics for Leaders Assessment (Test Code 352), as required by GaPSC for entry into leadership preparation programs.

Identification of a qualified mentor, when applicable, holding a valid GaPSC Level 5 or higher leadership certificate, to support clinical and field-based experiences.

Core (18 Credit Hours)

Tier I required courses

EDLE 7000 Principles of Instructional Leadership

EDLE 7100 School Law, Policy, and Ethics

EDLE 7200 Using Data to Improve the School

EDLE 7300 School Operations for Student Learning

EDLE 7400 Leadership for Student Learning

EDLE 7500 School and Community Engagement

Strategic Leadership Elective Pathway (12 Credit Hours)

EDLE 6391 Strategic Communication, Collaboration, and Coaching in Educational Leadership

EDLE 6392 Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture

EDLE 6393 Leading Impactful Change and Strategic Improvement

EDLE 6394 Thriving as a Leader: Self-Awareness, Well-Being, and Professional Growth

Coaching for Teaching and Learning Elective Pathway (12 Credit Hours)

EDLE 7600 Foundations of Teacher Leadership and Distributed Leadership

EDLE 7700 Instructional Coaching and Mentoring for Teacher Leaders

EDLE 7800 Curriculum, Instruction, and Assessment Leadership

EDLE 8000 Professional Learning Design and

Justification and Assessment

Rationale* The proposed Master of Education (M.Ed.) in Educational Leadership responds to a growing demand for skilled leaders across Georgia's P–12 educational systems. As districts address persistent teacher and leader shortages, instructional innovation, and community engagement challenges, there is an increasing need for leaders who can foster collaboration, belonging, and continuous improvement. This program builds directly on the success of the University of West Georgia's GaPSC-approved Tier I Educational Leadership program, which currently enrolls more than 500 students, the largest Tier I enrollment in the state. The consistent success of this program in preparing aspiring leaders who meet GaPSC expectations provides a strong foundation for expanding leadership preparation through a master's-level degree aligned to the same core standards and field-based competencies.

The proposed M.Ed. in Educational Leadership also strengthens UWG's leadership preparation continuum by creating a seamless pathway from Tier I through Tier II, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. This coherent progression allows educators to advance from emerging teacher leaders to school and district leadership roles within a unified program framework. Through aligned coursework, applied field experiences, and research-informed practice, UWG will continue to cultivate a pipeline of effective leaders equipped to advance equitable, data-informed, and sustainable school improvement across Georgia.

Admission Requirements (added from Curriculum Schema)

Admission to the Master of Education (M.Ed.) in Educational Leadership is competitive and is governed by both the University of West Georgia Graduate Admissions requirements and the Georgia Professional Standards Commission (GaPSC) Tier I Educational Leadership certification rules. Applicants must meet the following program-specific criteria in addition to general UWG graduate admission requirements.

General Program Admission Requirements

Applicants must:

Hold a bachelor's degree from a regionally accredited institution.

Have a minimum cumulative GPA of 2.75 on undergraduate coursework or on the most recent graduate degree.

Submit official transcripts from all colleges and universities attended to the UWG Graduate Admissions Office.

Be employed in a P–12 school setting or an organization providing educational services, consistent with GaPSC requirements for field-based leadership preparation.

To meet GaPSC Tier I Educational Leadership certification entry requirements, applicants must also provide:

Evidence of valid initial Georgia educator certification (or equivalent out-of-state certification, as permitted by GaPSC).

Documentation of at least two years of successful teaching experience in a P–12 educational setting.

Completion of the Ethics for Leaders Assessment (Test Code 352), as required by GaPSC for entry into leadership preparation programs.

Identification of a qualified mentor when applicable, holding a valid GaPSC Level 5 or higher leadership certificate, to support clinical and field-based experiences.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. **Develop, communicate, and sustain a shared vision** grounded in mission, values, and strategic priorities to guide instructional improvement and organizational effectiveness. *(Aligned to GELS 1: Building a Vision)*
2. **Demonstrate ethical leadership, professional integrity, and sound judgment** in decision-making while modeling trust, transparency, and responsibility. *(Aligned to GELS 2: Ethical Conduct)*
3. **Lead practices and systems that promote equitable access and student success**, supporting the academic, social, emotional, and physical well-being of all learners. *(Aligned to GELS 3: Student Success and Well-Being)*
4. **Guide the alignment and continuous improvement of curriculum, instruction, and assessment** using research-based practices to improve teaching and learning. *(Aligned to GELS 4: Curriculum and Instruction)*
5. **Foster inclusive, collaborative, and supportive school cultures** that build relational trust, collective efficacy, and shared responsibility for student and organizational success. *(Aligned to GELS 5: School Culture)*
6. **Design, facilitate, and evaluate professional learning** that builds educator capacity through coaching, mentoring, feedback, and continuous learning. *(Aligned to GELS 6: Professional Development)*
7. **Build and sustain professional communities** that support collaboration, distributed leadership, shared decision-making, and collective responsibility for improvement. *(Aligned to GELS 7: Professional Community)*
8. **Engage families and community stakeholders as partners** in support of student learning, school improvement, and organizational goals. *(Aligned to GELS 8: Family and Community Engagement)*
9. **Apply effective management of resources, personnel, and organizational systems** to support instructional priorities and enhance student learning. *(Aligned to GELS 9: School Operations)*
10. **Use multiple sources of data, systems thinking, and reflective practice** to lead continuous improvement, evaluate initiatives, and sustain organizational effectiveness. *(Aligned to GELS 10: Continuous Improvement)*

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☒ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach it to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach it to this proposal.

Program Map* ☒ I have attached the Program Map.

USGBOR One Step Proposal* ☒ I have attached the USGBOR One Step Proposal.
☐ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* ☒ I have attached the Assessment Plan.
☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* ☒ I have attached the Curriculum Map.

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE													
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	Teacher Leadership Certificate	COURSES		Develop, communicate, and sustain a shared vision grounded in mission, values, and strategic priorities to guide instructional improvement and	Demonstrate ethical leadership, professional integrity, and sound judgment in decision-making while modeling trust, transparency, and	Lead practices and systems that promote equitable access, student success, and the academic, social, emotional, and physical well-being of all	Guide the alignment and improvement of curriculum, instruction, and assessment using research-based practices to improve teaching and learning	Foster inclusive, collaborative, and supportive school cultures that build relational trust, collective efficacy, and shared responsibility	Design, facilitate, and evaluate professional learning that builds educator capacity through coaching, mentoring, feedback, and continuous learning.	Build and sustain professional communities that support collaboration, distributed leadership, shared decision-making, and collective	Engage families and community stakeholders as partners in support of student learning, school improvement, and organizational goals (GELS.8: Family and	Apply effective management of resources, personnel, and organizational systems to support instructional priorities and student learning (GELS 9: School	Use multiple sources of data, systems thinking, and reflective practice to lead continuous improvement, evaluate initiatives,
	3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)	1	EDLE 7000	M, A	I									
2		EDLE 7100		M,A										
3		EDLE 7200	R		M, A	M,A	I	I	R			R	M,A	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	EDLE 7300		R						M, A			
5		EDLE 7400		R	R	R	M,A	M,A		R	R			
6		EDLE 7500	R			M,A		R	M,A					
7		EDLE 6391		R		R	R	R	R					
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	EDLE 6392		R	R		R	R		R	R		
9		EDLE 6393	R			R		R	R		R	R		
10		EDLE 6394		R				R	R					
11		EDLE 7700				R	R	R	R					
12		EDLE 7800				R	R							
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	EDLE 7900	R			R					R		
14		EDLE 8000				R		R	R					
15														
16														
17														
18														
19														
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20											
	21													
	22													

M.Ed. Educational Leadership Assessment Plan

<Program>

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Develop, communicate, and sustain a shared vision grounded in mission, values, and strategic priorities to guide instructional improvement and organizational effectiveness (GELS 1: Building a Vision)	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Students will complete Part One of The Leadership Foundation (Key Assessment) at the end of EDLE 7000 in which they apply learning from across all learning modules to respond to share the process for developing, communicating and sustaining a shared vision at their schools that guides instructional improvement and organizational effectiveness.	Students will score at least an 80% on part one of the key assessment.					
Demonstrate ethical leadership, professional integrity, and sound judgment in decision-making while modeling trust, transparency, and responsibility (GELS 2: Ethical Conduct).	Placemaking - Goal 2: Intentionally cultivate a safe and inviting environment that seamlessly integrates diversity, equity, and inclusion in all institutional actions.	Students will complete the Theory to Practice Scenario (Key Assessment) at the end of EDLE 7100, in which they apply learning from across all course modules to analyze and respond to an authentic school-based scenario. Through this assessment, students demonstrate mastery of school law, policy, and ethics by identifying relevant legal and ethical considerations, applying appropriate statutes and policies, and justifying leadership decisions that ensure compliance, protect student and staff rights,	Students will score at least an 80% on the key assessment.					
Lead practices and systems that promote equitable access, student success, and the academic, social, emotional, and physical well-being of all learners (GELS 3: Student Success and Well-Being)	Competitiveness - Goal 5: Implement a holistic, institution-wide integrated wellness framework to enhance the lives and performance of students, employees, and external communities we serve.	Students will complete the Comprehensive Data Profile and Root Cause Analysis (Key Assessment) at the end of EDLE 7200, in which they apply learning from across all course modules to collect, analyze, and interpret multiple sources of quantitative and qualitative data. Through this assessment, students demonstrate mastery of data-informed decision-making by examining student performance, lead a root cause analysis discussion in which they address the causes of areas for improvement that impact equitable access, student success and well being of learning. Through this analysis, students identify	Students will score at least an 80% on the key assessment.					
Guide the alignment and improvement of curriculum, instruction, and assessment using research-based practices to improve teaching and learning (GELS 4: Curriculum and Instruction).	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Students will complete the Leading the Use of Classroom Assessments to Guide Instruction and Support Learning for All Students (Key Assessment) at the end of EDLE 7200, in which they apply learning from across all course modules to use data to lead the planning and evaluation of instruction. Through this assignment, students identify or develop a formative common assessment, lead a data discussion on the results from the assessment to identify strengths and opportunities for student learning, use the data to develop an instructional plan for learning, implement the plan, and reassess to monitor the impact of the instructional planning on student learning.	Students will score at least an 80% on the key assessment.					
Foster inclusive, collaborative, and supportive school cultures that build relational trust, collective efficacy, and shared responsibility (GELS 5: School Culture).	Placemaking - Goal 2: Intentionally cultivate a safe and inviting environment that seamlessly integrates diversity, equity, and inclusion in all institutional actions.	Students will complete Part Two of the School and Community Engagement Audit and Improvement Plan (Key Assessment) at the end of EDLE 7500, in which they apply learning from across all course modules to analyze survey data from students, parents, faculty, and community partners to evaluate levels of school and community engagement. Part Two of the Assessment requires students to use multiple stakeholder perspectives to identify strengths and areas for improvement and develop a targeted, data-informed engagement improvement plan that promotes collective efficacy and shared responsibility for student success.	Students will score at least an 80% on part two of the Key Assessment.					
Design, facilitate, and evaluate professional learning that builds educator capacity through coaching, mentoring, feedback, and continuous learning. (GELS 6: Professional Development)	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based upon continuous market analysis	Students will complete the A Focus on High Quality Instruction (Key Assessment) during EDLE 7400, in which they analyze processes in a school to determine the extent to which professional learning practices support high quality instruction and collective efficacy exist. As part of this assessment, students will survey school leaders to identify effective practices taking place and suggest recommendations for improvements to support and build teacher capacity. Through this assessment, students demonstrate mastery of instructional leadership practices by using evidence and research to enhance professional learning efforts to ensure alignment with instructional and learning priorities and propose actionable steps for coaching, mentoring, and continuous learning.	Students will score at least an 80% on the clinical assessment.					
Build and sustain professional communities that support collaboration, distributed leadership, shared decision-making, and collective responsibility for improvement (GELS 7: Professional Community).	Relevance - Goal 4: Leverage the geography of UWG to be an economic and intellectual engine for companies, communities, and organizations through talent development and mutually beneficial partnerships.	Students will complete the Collective Efficacy Plan (Key Assessment) at the end of EDLE 7400, in which they apply learning from across all course modules to design a comprehensive plan for improving instruction through collective efficacy. As part of this assessment, students create a PowerPoint presentation that outlines strategies for building shared responsibility, strengthening collaborative practices, and enhancing instructional coherence. Through this assessment, students demonstrate mastery of instructional leadership by using evidence and research to support collective teacher efficacy, align professional learning to instructional priorities, and propose actionable steps that improve teaching quality and student learning outcomes.	Students will score at least an 80% on the key assessment.					
Engage families and community stakeholders as partners in support of student learning, school improvement, and organizational goals (GELS 8: Family and Community Engagement).	Relevance - Goal 4: Leverage the geography of UWG to be an economic and intellectual engine for companies, communities, and organizations through talent development and mutually beneficial partnerships.	Students will complete the School and Community Engagement Analysis Part One (Key Assessment) at the end of EDLE 7500, in which they engage parents, faculty, and community partners to seek feedback and collaboratively evaluate the impact of school and community engagement on student learning, school improvement and organizational goals. This part of the key assessment intentionally engages families and community stakeholders as partners by centering their voices in the analysis of school culture and engagement data and using their feedback to inform improvement planning. By collaboratively identifying priorities and shared strategies, candidates strengthen trust, collective efficacy, and shared responsibility for advancing student learning, school improvement, and organizational goals.	Students will score at least an 80% on part 1 of the key assessment.					
Apply effective management of resources, personnel, and organizational systems to support instructional priorities and student learning (GELS 9: School Operations)	Relevance - Goal 4: Leverage the geography of UWG to be an economic and intellectual engine for companies, communities, and organizations through talent development and mutually beneficial partnerships.	Students will complete the School Operations Case Study (Key Assessment) at the end of EDLE 7500, in which they apply learning from across all course modules to evaluate the effective management of resources, personnel, and organizational systems within their schools. Through this assessment, students analyze how operational structures, staffing practices, budgeting decisions, and organizational processes support instructional priorities and student learning. Students demonstrate mastery of school operations and organizational leadership by identifying strengths and areas for improvement and by proposing evidence-based strategies that align operational decision-making with	Students will score at least an 80% on the key assessment.					

Use multiple sources of data, systems thinking, and reflective practice to lead continuous improvement, evaluate initiatives, and sustain organizational effectiveness (GELS 10: Continuous Improvement).	Relevance - Goal 2: Launch or advance each student's career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	Students will complete the Comprehensive Data Profile and Root Cause Analysis (Key Assessment) at the end of EDLE 7200, in which they apply learning from across all course modules to collect, analyze, and interpret multiple sources of quantitative and qualitative data. Through part one (Comprehensive Data Profile), students demonstrate mastery of data-informed decision-making by examining student performance, instructional practices, and organizational conditions; identifying trends, strengths, and areas for improvement; and using evidence to inform instructional priorities, intervention planning,	Students will score at least an 80% on part 1 of the key assessment.					

EDLE 6391 Strategic Communication, Collaboration, and Coaching in Educational Leadership

*Course Information

Course Description

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence, organizational coherence, and capacity building, candidates learn to use communication as a strategic tool to build shared understanding, align stakeholders to vision and goals, and sustain trust during change initiatives. Through applied learning experiences, candidates practice facilitating collaborative teams, leading coaching conversations, and using data to guide reflective dialogue and decision-making. Coaching is positioned as a strategic leadership approach, distinct from supervision or evaluation, that supports collective efficacy, professional growth, and sustainable improvement, while engaging candidates in authentic leadership scenarios requiring ethical decision-making, cultural responsiveness, and strategic thinking.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);
2. Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being).
3. Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibility (GELS 5: School Culture);
4. Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement)

[Common Language for Course Syllabi](#)

EDLE 7800 Curriculum, Instruction, and Assessment Leadership

***Course Information**

Course Description

This course focuses on the leadership skills necessary to guide coherent alignment of curriculum, instruction, and assessment. Candidates develop expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks. The course emphasizes facilitating collaborative curriculum review processes and leading instructional improvement cycles at the school or team level. Candidates learn to support educators in translating standards into effective classroom practice while ensuring instructional coherence across grade levels and content areas.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Facilitate alignment of curriculum, instruction, and assessment to state and national standards (Program Standard 3)
2. Engage educators in collaborative planning and curriculum review processes (Program Standard 3)
3. Apply assessment literacy to improve instructional decision making (Program Standard 5)
4. Support teachers in implementing research-based instructional practices (Program Standard 4)

[Common Language for Course Syllabi](#)

EDLE 7700 Instructional Coaching and Mentoring for Teacher Leaders

*Course Information

Course Description

This course prepares teacher leaders to serve as instructional coaches and mentors who support continuous improvement in teaching and learning. Candidates examine coaching and mentoring models grounded in adult learning theory and practice skills related to observation, feedback, reflective dialogue, and instructional support. Candidates engage in applied coaching cycles designed to strengthen instructional practice, build professional trust, and support teacher growth across career stages.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Design and implement instructional coaching and mentoring cycles that support sustained, job-embedded professional learning (Program Standard 1)
2. Apply adult learning theory to coaching, mentoring, and feedback practices (Program Standard 1)
3. Use observation, feedback, and reflective dialogue to improve instructional practice (Program Standard 4)

[Common Language for Course Syllabi](#)

EDLE 6392 Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture

*Course Information

Course Description

This course, situated within the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead the creation, sustainability, and continuous improvement of safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being as foundational to learning, workforce stability, and system effectiveness, candidates examine how strategic leaders intentionally shape school culture, align safety initiatives to mission and vision, and build coherent systems that address physical, social, emotional, and psychological well-being. Through applied learning experiences, candidates analyze school climate and safety data, design strategic safety and well-being action plans, and practice leading complex, high-stakes conversations related to behavior, crisis response, and mental health. The course positions safety and well-being not as compliance tasks but as strategic levers for capacity building, ethical leadership, and sustainable improvement across schools and districts.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate ethical leadership, professional responsibility, and sound judgment in matters related to student and staff safety and well-being. (GELS 2: Ethical Conduct);
2. Promote equitable, responsive practices that support the academic, social, emotional, and physical well-being of every student (GELS 3: Student Success and Well-Being);
3. Cultivate a supportive, collaborative school culture that values trust, professional learning, and shared responsibility (GELS 5: School Culture);
4. Engage families and community partners to support safety, wellness, and student success (GELS 8: Family and Community Engagement);
5. Use data and reflective processes to monitor, evaluate, and improve safety and well-being initiatives. (GELS 10: Continuous Improvement).

[Common Language for Course Syllabi](#)

EDLE 6394 Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth

*Course Information

Course Description

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness, resilience, and long-term organizational impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates examine how leadership identity, values, and behaviors influence decision-making, relationships, and school culture. Through research-based frameworks and applied learning experiences, candidates engage in structured self-assessment, reflection, and goal-setting to develop personalized leadership growth plans aligned to organizational priorities. The course positions leader well-being not as an individual concern, but as a strategic leadership responsibility that models healthy practices, strengthens staff morale, supports ethical decision-making, and contributes to sustainable improvement across schools and districts.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Demonstrate self-reflection, integrity, and ethical decision-making grounded in professional norms (GELS 2: Ethical Conduct);
2. Model behaviors that promote trust, well-being, and positive relationships within the school community (GELS 5: School Culture).
3. Engage in continuous personal and professional growth while supporting the development of others (GELS 6: Professional Development);
4. Contribute to healthy professional communities through reflective practice, empathy, and collaborative leadership (GELS 7: Professional Community);
5. Apply reflective processes to improve leadership practice and sustain long-term effectiveness (GELS 10: Continuous Improvement).

Common Language for Course Syllabi

EDLE 6393 Leading Impactful Change and Strategic Improvement

*Course Information

Course Description

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead meaningful and sustainable change through systems thinking, data-driven decision-making, and program evaluation. Emphasizing the role of strategic leaders in aligning initiatives to mission, vision, and district priorities, candidates learn to analyze schools as interconnected systems, identify root causes of performance challenges, and evaluate the effectiveness of programs and improvement efforts using multiple data sources. Through applied learning experiences, candidates conduct needs assessments, engage in program evaluation, analyze instructional and organizational impact, and develop strategic improvement recommendations. The course emphasizes the leadership behaviors required to manage complex change, align resources and initiatives, navigate resistance, and build collective ownership for continuous improvement while maintaining ethical responsibility and a clear focus on student success.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will...

1. Align improvement efforts and program evaluation to shared mission, vision, and core values (GELS 1: Building a Vision);
2. Evaluate instructional programs and initiatives to ensure coherence, rigor, and impact on student learning (GELS 4: Curriculum and Instruction).
3. Assess the effectiveness of professional learning and build organizational capacity for improvement (GELS 6: Professional Development);
4. Analyze organizational structures, resource allocation, and operational systems to support improvement efforts (GELS 9: School Operations);

5. Lead systematic, data-driven improvement processes using systems thinking and program evaluation (GELS 10: Continuous Improvement).

[Common Language for Course Syllabi](#)

EDLE 8000 Professional Learning Design and Facilitation

*Course Information

Course Description

This course prepares candidates to design, implement, and evaluate sustained, job-embedded professional learning aligned to teacher and student needs. Grounded in adult learning theory, the course emphasizes teacher-led professional development models, PLC design, and facilitation strategies that promote collective responsibility and instructional growth. Candidates learn to assess the impact of professional learning on instructional practice and student outcomes while strengthening collaborative cultures focused on continuous improvement.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Design sustained, job-embedded professional learning aligned to school goals and educator needs (Program Standard 1)
2. Facilitate collaborative professional learning communities (Program Standard 2)
3. Evaluate professional learning effectiveness using evidence of student and teacher outcomes (Program Standard 5)

[Common Language for Course Syllabi](#)

EDLE 7600 Foundations of Teacher Leadership

***Course Information**

Course Description

This course introduces candidates to the theoretical foundations and practical applications of teacher leadership within distributed and shared leadership models. Emphasis is placed on leadership identity development, ethical responsibility, and the evolving roles teacher leaders play in fostering collaborative and high-functioning schools. Candidates examine established teacher leadership frameworks and explore pathways such as instructional coaching, department leadership, and PLC facilitation. Through analysis of organizational leadership models and research on teacher influence, candidates develop the capacity to contribute meaningfully to decision-making structures that support instructional improvement and school effectiveness.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. Analyze distributed leadership structures to support collaborative school cultures and shared responsibility for improvement (Program Standard 2)
2. Apply research on teacher leadership and organizational culture to decision-making structures (Program Standard 6)
3. Identify teacher leadership roles that support advocacy, collaboration, and school improvement (Program Standard 7)

[Common Language for Course Syllabi](#)

School Improvement, Ed.D.

2026-2027 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- ☐ Program Name
 - ☒ Track/Concentration
 - ☐ Catalog Description
 - ☐ Degree Name
 - ☐ Program Learning Outcomes
 - ☒ Program Curriculum
 - ☐ Other

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department

*

Department of Leadership, Research, and School Improvement

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

☐ Yes

☒ No

Is this a College of Education Program?*

☒ Yes

☐ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*

☒ Program

☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* School Improvement, Ed.D.

Program ID - DO NOT EDIT* 4815

Program Code - DO NOT EDIT

Program Type* Doctorate

Degree Type* Doctorate in Education

Program Description* The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location* Online

Curriculum Information

Program Overview

The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students. 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.

Application Process

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, 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. If you are pursuing the 60 credit hour program, you must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee.

All applicants must have earned a Master's degree from an accredited institution.

A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate coursework.

Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. The C.V. should demonstrate progressive K-12 leadership experience, and include contact information for 3 references. Current and complete contact information, including an active email address, should be provided.

Official Transcripts: Request official transcripts from degree-granting institutions for undergraduate and graduate work. 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 uses scholarly literature (e.g., research articles) to connect your experience with school improvement and your professional goals with the body of research related to the topic. Explain how research has informed your professional practice and what outcomes you believe are possible when implementing effective school improvement practices. Please write your essay in APA, 7th edition format, including citations and a reference list.

Writing Sample: Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports.

International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office (ISAP).

Finalists may be selected for a telephone or virtual interview.

Transfer of Credits

In the 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 15 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) - required in 60 credit hour program

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)

Elementary 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 Education in 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, Elementary 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 15-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, or a combination of a C in coursework and a U in dissertation hours.

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 for Students Without an Ed.S. Degree

Core Content School Improvement (18 hours):

**EDSI 9923 The Culturally Proficient Leader:
Building Inclusive Environments**

**EDSI 9925 Policy Analysis for School
Improvement**

EDSI 9933 Leadership for Change

**EDSI 9941 Organizational Theories and School
Improvement**

**EDSI 9942 Advanced Instructional Practices to
Improve Schools**

**EDSI 9943 Advanced Principles of School
Improvement**

Elective (Select any one) (3 hours):

**EDLE 8304 Leadership for Organizational
Change and Improvement**

**EDLE 8305 Effective Management to Promote
Student Learning**

**EDLE 8306 Instructional Leadership for
Improving**

EDLE 8312 School Finance and Resource Management

EDLE 8324 Ethical Leadership in Education

EDLE 8329 Leadership for Equity and Excellence

CEPD 8102 Lifespan Human Development

MEDT 8461 Diffusion of Innovations

MEDT 8463 Issues in Instructional Technology

ECSE 7560 Contemporary Issues in Education

ECED 7273 Family/Community Involvement for School Improvement

CEPD 8194 Research: Mixed Methods Analysis

[After] Or any other approved 7000 or above course

Research (12 hours):

EDSI 9960 Research Design

EDSI 9961 Quantitative Research Methods

EDSI 9962 Qualitative Research Methods

EDSI 9171 Program Evaluation

Doctoral Seminar (3 hours):

EDSI 9901 Doctoral Seminar

Dissertation (9 hours):

EDSI 9998 Research for Doctoral Dissertation

Area of Concentration (AoC) (15 hours)

Total Program: 60 hours

Program Notes:

1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the program 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.

3. Additional program policies are outlined on the School Improvement Doctoral Program website.

Program of Study for Students With an Ed.S. Degree

Applicants must hold an earned Ed.S. degree in a major that matches a field of certification held in order to qualify for an in-field upgrade upon program completion.

Core Content School Improvement (15 hours)

**EDSI 9923 The Culturally Proficient Leader:
Building Inclusive Environments**

EDSI 9933 Leadership for Change

**EDSI 9941 Organizational Theories and School
Improvement**

**EDSI 9943 Advanced Principles of School
Improvement**

**EDSI 9942 Advanced Instructional Practices to
Improve Schools**

Research (9 hours)

EDSI 9171 Program Evaluation

**EDRS 9105 Applied Qualitative Research for
School Improvement**

**EDRS 9106 Applied Quantitative Research for
School Improvement**

School Improvement Capstone Experience (9 hours)

EDSI 9995 Capstone I

EDSI 9996 Capstone II

EDSI 9997 Capstone III

Total Program: 33 hours

Program of Study for Students With an Ed.S. Degree (Strategic Leadership Track)

This track is for students with an Ed.S. Degree who want to focus on Strategic Leadership in School Improvement. Applicants must hold an earned Ed.S. degree in a major that matches a field of certification held in order to qualify for an in-field upgrade upon program completion.

Core Content Strategic Leadership for School Improvement (15 hours)

EDSI 9941 Organizational Theories and School Improvement

EDLE 9901 Advanced Principles of Strategic Leadership

EDSI 9933 Leadership for Change

EDLE 9902 Advocacy, Influence, and Stakeholder Relations

EDSI 9925 Policy Analysis for School Improvement

Research (9 hours)

EDRS 9105 Applied Qualitative Research for School Improvement

EDRS 9106 Applied Quantitative Research for School Improvement

EDSI 9171 Program Evaluation

Capstone (9 Hours)

EDSI 9995 Capstone I

EDSI 9996 Capstone II

EDSI 9997 Capstone III

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We have added a third track with a focus on Strategic Leadership for School Improvement. As part of this process, we developed two new courses for the track, EDLE 9901 and EDLE 9902. In addition, two new research courses were proposed with a focus on educational research in k12 settings (EDRS 9105 and EDRS 9106).

To ensure focus on instructional leadership for the traditional track, EDSI 9942 Advanced Instructional Practices for School Improvement replaced EDSI 9925, Policy Analysis for

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

- Please select all that apply.***
- ☒ This change affects 25-49% of the program's curriculum content.
 - ☐ This change affects 25-49% of the program's length/credit hours.
 - ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - ☐ This change affects 50% or more of the program's curriculum content.
 - ☐ This change affects 50% or more of the program's length/credit hours.
 - ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - ☐ None of these apply

- Check all that apply to this program***
- ☐ Significant departure from previously approved programs
 - ☐ New instructional site at which more than 50% of program is offered
 - ☐ Change in credit hours required to complete the program
 - ☒ None of these apply

SACSCOC Comments New Track for Strategic Leadership (as recommended by USG) which includes 2 newly developed courses for this focus as well as adjustments to two research courses addressing quantitative and qualitative research.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach it to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach it to this proposal.

Program Map* ☒ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☒ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

EDLE 9901 Advanced Principles of Strategic Leadership

Course Description

This course is designed for doctoral candidates preparing for high-impact leadership roles. Leadership is a pervasive element of educational practice; throughout their careers, school leaders continuously navigate the dual experiences of guiding others and being guided themselves. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations.

This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. Students will engage with research and frameworks that illuminate how organizational structures, cultures, policies, and community contexts interact to support or constrain school improvement and strategic intent. Particular attention is given to the ways leaders diagnose systemic challenges, balance short- and long-term priorities, enact transformative change, and influence diverse stakeholders across and beyond their institutions.

Credit Hours: 3 hours

Prerequisites:

EDSI 9941

Delivery Method: Fully Online

Student Learning Outcomes

The student will:

1. Critically evaluate theories of strategic leadership and apply them to complex educational systems, demonstrating an ability to guide organizational vision, mission, and improvement. *GELS 1 (Strategic Leadership), PSEL 1 (Mission, Vision, and Core Values), PSEL 10 (School Improvement)*

2. Diagnose systemic organizational challenges through comprehensive data analysis and environmental scanning to understand factors influencing instructional quality, and long-term

performance. *GELS 2 (Instructional Leadership), GELS 6 (Professional Capacity), PSEL 4 (Curriculum, Instruction, Assessment), PSEL 9 (Operations & Management)*

3. Design research-informed strategic plans that align resources, capacities, and goals to advance continuous school and district improvement. *GELS 1 (Strategic Leadership), GELS 3 (Talent Management), PSEL 6 (Professional Capacity of School Personnel), PSEL 10 (School Improvement)*

4. Analyze and shape organizational culture to promote collaboration, ethical practice, and a supportive learning environment for both students and adults. *GELS 5 (School Climate & Culture), PSEL 2 (Ethics & Professional Norms), PSEL 3 (Equity & Cultural Responsiveness), PSEL 5 (Community of Care & Support)*

5. Evaluate the implications of policy, governance, and community dynamics for strategic leadership decisions, demonstrating the ability to navigate political, social, and organizational constraints. *GELS 7 (Communication & Community Engagement), PSEL 7 (Community Engagement), PSEL 9 (Operations & Management)*

6. Develop strategies to effectively engage internal and external stakeholders—including faculty, families, governing boards, and community partners—using ethical persuasion and collaborative leadership practices. *GELS 4 (Family & Community Engagement), GELS 7 (Communication), PSEL 5 (Community of Care & Support), PSEL 7 (Community Engagement)*

7. Assess the short- and long-term impacts of leadership decisions on organizational sustainability, personnel well-being, instructional quality, and equitable outcomes. *GELS 2 (Instructional Leadership), GELS 5 (Climate & Culture), PSEL 3 (Equity), PSEL 10 (School Improvement)*

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

EDLE 9902 Advocacy, Influence, and Stakeholder Relations

Course Description

Educational leadership requires the ability to navigate complex political and cultural dynamics while advocating for improved opportunities and outcomes for all learners. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media. Through real-world case studies and applied practice, leaders cultivate the skills necessary to build coalitions, utilize data to inform messaging, respond strategically during moments of conflict or crisis, and influence policy to advance student success.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

By the end of this course, students will be able to:

1. **Analyze** the political, cultural, and organizational dynamics that shape educational decision-making within schools and districts. (PSEL 1, 2, 9; GELS 1, 3, 10)
2. **Interpret and apply** governance structures, policies, and regulations to inform leadership actions and communication strategies. (PSEL 3, 9, 10; GELS 2, 9, 10)
3. **Develop and implement** persuasive advocacy messages using data, research, and storytelling tailored to diverse stakeholder groups. (PSEL 5, 8, 10; GELS 5, 8)
4. **Create and evaluate** stakeholder engagement plans that build productive relationships and strengthen trust with families, community partners, and governing bodies. (PSEL 7, 8, 9; GELS 5, 7, 8)

5. **Demonstrate** effective media engagement skills, including communicating with clarity and professionalism during high-stakes or crisis situations. (PSEL 6, 8, 9; GELS 2, 5, 9)
6. **Collaborate** with peers and community members to design influence strategies that advance school improvement priorities and support student success. (PSEL 4, 8, 10; GELS 7, 8, 10)

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

EDRS 9105 Applied Qualitative Research for School Improvement

Course Description

This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies. It emphasizes generating qualitative data through common methods for educational research, such as observations and interviews, and the analysis of work samples. Students become skilled at using methods of qualitative research to evaluate educational issues. In addition, students examine strategies for thematic and other forms of analysis of qualitative data. Throughout the course students collect and analyze educational data.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Distinguish between the variety of methodological approaches to qualitative research.
2. Illustrate how specific theoretical perspectives frame qualitative research.
3. Employ qualitative research techniques using a broad range of data collection methods.
4. Analyze diverse types of qualitative data.
5. Formulate, interpret, and present findings from qualitative data analysis for a specific audience.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

EDRS 9106 Applied Quantitative Research for School Improvement

Course Description

This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies. Students will learn to identify appropriate data sources, select effective data collection techniques, and apply both descriptive and inferential statistical analyses. By the end of the course, students will be able to use quantitative methods to support empirical inquiry and inform data-driven decisions.

Credit Hours: 3 hours

Prerequisites:

Delivery Method: Fully Online

Student Learning Outcomes:

By the end of this course, students will:

1. Identify data sources relevant to school improvement.
2. Select appropriate data collection techniques to support school improvement inquiry.
2. Use descriptive statistics to summarize data.
3. Apply data visualization procedures to examine data distributions, trends, and relationships.
4. Apply inferential procedures to support data-driven decision making.
5. Synthesize data analytic results to draw actionable insights and inform the school improvement process.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
		Leadership, Research, and School Improvement							
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	School Improvement (Ed.D.)		COURSES	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.	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	EDSI 9171	I, R	I, R	I, R	I	
			2	EDSI 9941	I, R, A	I, R, A			
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	EDRS 9106	I, A		I, A	I, A	
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	EDSI 9943	I, R, A	I, R, A	I, R, A		
			5	EDRS 9105	R, M, A		I, A	I, A	
			6	EDSI 9933	R, M	R, M	I,R		
			7	EDSI 9942	R, M	R, M			
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	EDSI 9995	R, M	R, M	R, M	R, M	
			9	EDSI 9923		R,M			
			10	EDSI 9996	R, M	R, M	R, M	R, M	
			11	EDSI 9997	R, M	R, M	R, M	R, M	
			12						
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I" Reinforced "R" Mastered "M"		13						
			14						
			15						
			16						

introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		17					
		18					
		19					
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20					
		21					
		22					

INSTRUCTIONS**1. Insert your Department**

(Ex: English, Education, Biology, Criminology, etc.)

DEPARTMENT:

Leadership, Research, and School Improvement

2. Insert your specific**Degree Program** (Ex: BA English, BSSED Special Education, BS Biology, MA Criminology, etc.)**PROGRAM:****School Improvement (Ed.D.)****3. Under the "Courses" Column, list out the individual courses for your specific degree program.**

(Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)**5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.**

In the corresponding aligned box, mark the level of

1

2

3

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

4

5

6

7

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

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MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of

13

14

15

instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.	<u>competency.</u>	16
		17
		18
		19
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20
		21
		22

RRICULUM MAPPING TEMPLATE

	PL-SLO 1	PL-SLO 2	PL-SLO 3
COURSES	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.
EDSI 9171	I, R	I, R	I, R
EDSI 9941	I, R, A	I, R, A	
EDRS 9106	I, A		I, A
EDLE 9901	I, R, A	I, R, A	I, R, A
EDRS 9105	R, M, A		I, A
EDSI 9933	R, M	R, M	I, R
EDSI 9925	R, M	R, M	
EDSI 9995	R, M	R, M	R, M
EDLE 9902		R, M	
EDSI 9996	R, M	R, M	R, M
EDSI 9997	R, M	R, M	R, M

PL-SLO 4
Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.
I
I, A
I, A
R, M
R, M
R, M

**Ed.D.
School Improvement**

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.	This directly applies to relevance ensuring course content, assessment and application are directly relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing educational landscape.	Capstone Project	Students will successfully complete and defend a School Improvement Capstone Project.					
Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.	This directly applies to relevance ensuring course content, assessment and application are directly relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing educational landscape.	Capstone Project	Students will successfully complete and defend a School Improvement Capstone Project.					
Conduct research that can be applied to initiate and sustain PK - 12 school improvement.	This directly applies to relevance ensuring course content, assessment and application are directly relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing educational landscape.	Capstone Project	Students will successfully complete and defend a School Improvement Capstone Project.					
Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.	This directly applies to relevance ensuring course content, assessment and application are directly relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing educational landscape.	Capstone Project	Students will successfully complete and defend a School Improvement Capstone Project.					

**2026-2027 Academic year
Program Map
EDSI: School Improvement**

Term 1	
EDSI 9941 Organizational Theories and School Improvement	3
EDSI 9171 Program Evaluation	3
Semester Total Hours	6

Term 2	
EDSI 9943 Advanced Principles of School Improvement	3
EDRS 9105 Applied Qualitative Research for School Improvement	3
Semester Total Hours	6

Term 3	
EDSI 9933 Leadership for Change	3
EDRS 9106 Applied Quantitative Research for School Improvement	3
Semester Total Hours	6

Term 4	
EDSI 9995 Capstone I	3
Semester Total Hours	3

Term 5	
EDSI 9996 Capstone II	3
EDSI 9942 Advanced Instructional Practices for School Improvement	3
Semester Total Hours	6

Term 6	
EDSI 9997 Capstone III	3
EDSI 9923 The Authentic Leader: Reflective and Culturally Proficient Practices for the 21 st Century School	3
Semester Total Hours	6

Program Notes:

1. All courses are required courses and may not be substituted.
2. Students must follow their approved program of study and contact their advisor prior to any changes.

2026-2027 Academic year
Program Map
EDSI: School Improvement with Strategic Leadership Track

Term 1	
EDSI 9941 Organizational Theories and School Improvement	3
EDSI 9171 Program Evaluation	3
Semester Total Hours	6

Term 2	
EDSI 9901 Advanced Principles of Strategic Leadership	3
EDRS 9105 Applied Qualitative Research for School Improvement	3
Semester Total Hours	6

Term 3	
EDSI 9933 Leadership for Change	3
EDRS 9106 Applied Quantitative Research for School Improvement	3
Semester Total Hours	6

Term 4	
EDSI 9995 Capstone I	3
Semester Total Hours	3

Term 5	
EDSI 9996 Capstone II	3
EDLE 9902 Advocacy, Influence, and Stakeholder Relations	3
Semester Total Hours	6

Term 6	
EDSI 9997 Capstone III	3
EDSI 9925 Policy Analysis for School Improvement	3
Semester Total Hours	6

Program Notes:

1. Admission to this program requires an Education Specialist's degree and a Tier I clear and renewable certificate.
2. All courses are required courses and may not be substituted.
3. Students must follow their approved program of study and contact their advisor prior to any changes.

SPED - 9100 - Pre-Graduation Seminar

2026-2027 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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School/ Department*

Department of Special Education

Is this a School of
Nursing, School of
Communication, Film
and Media course , OR
does it belong to the
Graduate School
rather than an

☐ Yes

☒ No

Is this a College of
Education course?*

☒ Yes

☐ No

academic department?

*

Does this course belong solely to the Graduate School? ☐ Yes ☒ No

Course Information

Course Prefix*

SPED

Course Number* 9100

Course Title* Pre-Graduation Seminar

Course Type*

Special Education

Catalog Course Description* This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. Candidates will reflect on their professional growth across the program learning outcomes and assess their readiness to lead as scholar-practitioners in special education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? ☐ Yes ☒ No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

Can a student take this course multiple times, each attempt counting separately toward graduation? ☐ Yes ☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites SPED 9998

Concurrent Prerequisites SPED 9999

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*

- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*

This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of the course, candidates will be able to:

1. Reflect on policy and ethics by evaluating their growth in understanding special education laws, IDEA requirements, and ethical responsibilities. (CEC Advanced Standards 4, 5 & 6 and CEC Professional Leadership Standard 2)
2. Reflect on leadership and improvement by assessing their development in leading organizational improvement efforts in special education settings. (CEC Advanced Standard 4 and CEC Professional Leadership Standards 1 & 3)
3. Reflect on evaluation and data use by examining their readiness to use program evaluation and data to guide evidence-based improvements. (CEC Advanced Standards 1, 2, 3, & 4 and CEC Professional Leadership Standard 4)
4. Reflect on resource stewardship by reviewing their preparation to make informed human and fiscal resource decisions that support program effectiveness. (CEC Advanced Standard 5 and CEC Professional Leadership Standard 5)
5. Reflect on collaboration and communication by assessing their growth in working with stakeholders and leading teams to support special education programs. (CEC Advanced Standard 7 and CEC Professional Leadership Standard 6)
6. Project future professional application by identifying opportunities to apply doctoral-level knowledge and skills to leadership roles, policy implementation, research-informed practice, and advocacy within the field of special education. (CEC Advanced Standards 1, 2, 3, 4, 5, 6, & 7 and CEC Professional Leadership Standards 1, 2, 3, 4, 5, & 6)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?* n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

UWG Syllabus Template

SPED 9100: Pre-Graduation Seminar (0 Credit Hours)

Course Description

This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. Candidates will reflect on their professional growth across the program learning outcomes and assess their readiness to lead as scholar-practitioners in special education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts.

Prerequisite: SPED 9998

Concurrent Prerequisite: SPED 9999

Aligned SLOs: 1, 2, 3, 4, and 5

Course Objectives

By the end of the course, candidates will be able to:

1. Reflect on policy and ethics by evaluating their growth in understanding special education laws, IDEA requirements, and ethical responsibilities. (CEC Advanced Standards 4, 5 & 6 and CEC Professional Leadership Standard 2)
2. Reflect on leadership and improvement by assessing their development in leading organizational improvement efforts in special education settings. (CEC Advanced Standard 4 and CEC Professional Leadership Standards 1 & 3)
3. Reflect on evaluation and data use by examining their readiness to use program evaluation and data to guide evidence-based improvements. (CEC Advanced Standards 1, 2, 3, & 4 and CEC Professional Leadership Standard 4)
4. Reflect on resource stewardship by reviewing their preparation to make informed human and fiscal resource decisions that support program effectiveness. (CEC Advanced Standard 5 and CEC Professional Leadership Standard 5)
5. Reflect on collaboration and communication by assessing their growth in working with stakeholders and leading teams to support special education programs. (CEC Advanced Standard 7 and CEC Professional Leadership Standard 6)
6. Project future professional application by identifying opportunities to apply doctoral-level knowledge and skills to leadership roles, policy implementation, research-informed practice, and advocacy within the field of special education. (CEC Advanced Standards 1, 2, 3, 4, 5, 6, & 7 and CEC Professional Leadership Standards 1, 2, 3, 4, 5, & 6)

<http://www.westga.edu/UWGSyllabusPolicies/>

Post-Baccalaureate Certificate in Computational Mathematics

2026-2027 Graduate Delete Program Request

General Information

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester *

Fall

Desired Effective Year *

2026

What would you like
to do? *

☐

Deactivate Existing Program

☒

Terminate Existing Program

Routing Information

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School/ Department *

School of Computing, Analytics, and Modeling

Is this a School of Nursing or School of Communication, Film and Media course, or does this belong to the Graduate School and not an academic department?*

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Post-Baccalaureate Certificate in Computational Mathematics

Program Type* Certificate

Degree Type* Certificate

Program Description* The Computational Mathematics certificate is designed to familiarize students with computational methods used in solving mathematical problems and their applications.

Learning Outcomes

Students will demonstrate the ability to use computational methods to critically analyze real-world problems.

Students will demonstrate the ability to apply a variety of algorithms to solving computational problems.

Students will demonstrate the ability to analyze convergence and stability of computational algorithms.

Program Location* Carrollton

Status* ☒ Active-Visible ☐ Inactive-Hidden

Prospective
Curriculum - Not
Applicable*

Program Requirements

MATH 5013 Numerical Analysis
MATH 6503 Numerical Methods in Applied
Mathematics
MATH 6513 Applied Linear Algebra
MATH 6984 Computational Mathematics
Capstone

Justification and Assessment

Rationale* Zero enrollment for at least the past three semesters.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan ☒ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4863

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Teach-Out Plan

Program: Post-Baccalaureate Certificate in Computational Mathematics (CERG 27030400)

Due to lack of enrollment, the mathematics program is terminating its Post-Baccalaureate Certificate in Statistics. There are currently no students enrolled or accepted into the program. The courses

1. MATH - 5013 - Numerical Analysis
2. MATH - 6503 - Numerical Methods in Applied Mathematics
3. MATH - 6513 - Applied Linear Algebra
4. MATH - 6984 - Computational Mathematics Capstone

will be kept in the catalog and will be available for students in our accelerated bachelors to masters program (B.S. in Mathematics and Master of Arts in Teaching). These courses will be taught as independent studies, and will have minimal impact on faculty workload.

There are no students currently enrolled in the program, and none have been admitted. If we need to offer any courses for the program, they will be offered on an as-needed basis as independent studies.

Post-Baccalaureate Certificate in Discrete Mathematics

2026-2027 Graduate Delete Program Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester *

Fall

Desired Effective Year *

2026

What would you like
to do? *

☐

Deactivate Existing Program

☒

Terminate Existing Program

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *

School of Computing, Analytics, and Modeling

Is this a School of Nursing or School of Communication, Film and Media course, or does this belong to the Graduate School and not an academic department?*

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Post-Baccalaureate Certificate in Discrete Mathematics

Program Type* Certificate

Degree Type* Certificate

Program Description* The Discrete Mathematics certificate is designed to develop students' ability to construct logical mathematical arguments through the study of topics in discrete mathematics.

Learning Outcomes

Develop graduate-level knowledge of mathematical topics and concepts.

Develop skills in reading and writing mathematical proofs.

Develop a unified formalism for many very different looking problems and present algorithms in this common formalism.

Program Location* Carrollton

Status* ☒ Active-Visible ☐ Inactive-Hidden

Prospective
Curriculum - Not
Applicable*

Required courses:

MATH 6043 Topics in Number Theory
MATH 6473 Combinatorial Analysis
MATH 6985 Discrete Mathematics Capstone

Choose One:

MATH 5483 Graph Theory
MATH 6483 Theory of Graphs

Justification and Assessment

Rationale* Zero enrollment for at least the past three semesters.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

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1.) Teach Out Plan

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Teach Out Plan ☒ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4864

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the ⁷¹⁹faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Teach-Out Plan

Program: Post-Baccalaureate Certificate in Discrete Mathematics (CERG 27030402)

Due to lack of enrollment, the mathematics program is terminating its Post-Baccalaureate Certificate in Statistics. There are currently no students enrolled or accepted into the program. The courses

1. MATH - 5483 - Graph Theory
2. MATH - 6043 - Topics in Number Theory
3. MATH - 6473 - Combinatorial Analysis
4. MATH - 6483 - Theory of Graphs
5. MATH - 6985 - Discrete Mathematics Capstone

will be kept in the catalog and will be available for students in our accelerated bachelors to masters program (B.S. in Mathematics and Master of Arts in Teaching). These courses will be taught as independent studies, and will have minimal impact on faculty workload.

There are no students currently enrolled in the program, and none have been admitted. If we need to offer any courses for the program, they will be offered on an as-needed basis as independent studies.

Post-baccalaureate Certificate in Statistics

2026-2027 Graduate Delete Program Request

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester *

Fall

Desired Effective Year *

2026

What would you like
to do? *

☐

Deactivate Existing Program

☒

Terminate Existing Program

Routing Information

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School/ Department *

School of Computing, Analytics, and Modeling

Is this a School of Nursing or School of Communication, Film and Media course, or does this belong to the Graduate School and not an academic department?*

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Post-baccalaureate Certificate in Statistics

Program Type* Certificate

Degree Type* Certificate

Program Description* The Statistics certificate is designed to give students a deeper theoretical understanding of statistics and skills necessary for performing statistical analysis.

Learning Outcomes

Blend practical and theoretical data analysis and provide tools and knowledge needed for analysis of real-world problems.

Develop data-analytic skills and explore applications in other areas.

Use industry-standard software packages such as Minitab, R to perform statistical analysis.

Program Location* Carrollton

Status* ☒ Active-Visible ☐ Inactive-Hidden

Prospective
Curriculum - Not
Applicable*

Required Courses:

MATH 5813 Regression Analysis
MATH 6203 Applied Probability
MATH 6213 Statistical Methods
MATH 6987 Statistics Certificate Capstone

Justification and Assessment

Rationale* Zero enrollment for at least the past three semesters.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

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Teach Out Plan ☒ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4865

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Teach-Out Plan

Program: Post-Baccalaureate Certificate in Statistics (CERG 27030401)

Due to lack of enrollment, the mathematics program is terminating its Post-Baccalaureate Certificate in Statistics. There are currently no students enrolled or accepted into the program. The courses

1. MATH - 5813 - Regression Analysis
2. MATH - 6203 - Applied Probability
3. MATH - 6213 - Statistical Methods
4. MATH - 6987 - Statistics Certificate Capstone

will be kept in the catalog and will be available for students in our accelerated bachelors to masters program (B.S. in Mathematics and Master of Arts in Teaching). These courses will be taught as independent studies, and will have minimal impact on faculty workload.

There are no students currently enrolled in the program, and none have been admitted. If we need to offer any courses for the program, they will be offered on an as-needed basis as independent studies.

BIOL - 5621 - Genetics

2026-2027 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

School of Field Investigations and Experimental Sciences

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

BIOL

Course Number * 5621

Course Title * Genetics

Course Type *

Biology

Catalog Course Description *

The major emphasis of this course is the study of both basic and advanced genetic principles and genetic analysis methods that can be applied to all eukaryotic organisms. The secondary emphasis of this course will be the study of human medical genetics.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 4

Lab Hrs * 0

Credit Hrs * 4

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☒ No

If yes, indicate maximum number of credit hours counted toward graduation. * NA

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* We are shifting the course number to align with the cross-leveled undergraduate section (BIOL 3621). The number will move from 5631 to 5621. We have a concurrent course deletion proposal to reflect this shift. Currently, the course numbers do not align between the sections, which causes issues with the degree program and confusion among students.

Student Learning Outcomes*

1. Comprehensive, detailed understanding of the chemical basis of heredity
2. Comprehensive and detailed understanding of genetic methodology and how quantification of heritable traits in families and populations provides insight into cellular and molecular mechanisms.
3. Understanding of how genetic concepts affect broad societal issues including health and disease, food and natural resources, environmental sustainability, etc.
4. Understanding the role of genetic mechanisms in evolution.
5. The knowledge required to to design, execute, and analyze the results of genetic experimentation in animal and plant model systems.
6. The ability to recognize the experimental rationale of genetic studies as they are described in peer-reviewed research articles and grant proposals to federal and other funding agencies.
7. The ability to evaluate conclusions that are based on genetic data.
8. Understanding the role of genetic technologies in industries related to biotechnology, pharmaceuticals, energy, and other fields.
9. Communication skills required in the discipline including oral presentations of research data, published research articles, grant proposals, and poster presentations at conferences.
10. Teamwork and leadership skills including group analysis of data, working together in the research laboratory, joint compositions of written reports, substantive participation in research group meetings, etc.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?* NA

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



Genetics BIOL-562I

Spring 2026 Section 01 4 Credits 01/10/2026 to 05/12/2026 Modified 01/14/2026

□ Description

The major emphasis of this course is the study of both basic and advanced genetic principles and genetic analysis methods that can be applied to all eukaryotic organisms. The secondary emphasis of this course will be the study of human medical genetics.

Requisites

Prerequisites:

Corequisites:

□ Contact Information

Associate Professor of Biology: Dr. Frank M Fontanella

Email: ffontane@westga.edu

Office: 212 and 270

Do NOT email me through CourseDen. If you need to get in touch with me use the email above:
ffontane@westga.edu

Face to face meetings for office hours can be scheduled by appointment (email) and will take place in Biology Rm 212 or 270 (MEGA Lab).

General communication etiquette with Dr. Fontanella or any of your professors:

- When in doubt about how you should speak, write, or act, always err on the side of formality. You will never offend or annoy someone by being overly formal and polite.
- While you are in college, your coursework is your job. You should behave as you would in a professional work environment.
- Include a clear, direct subject line.
 - I rarely open emails that have a blank subject line
- Specify the course number and section or times, e.g. "Biology 1107 section 003"
- When addressing your professors in person:

- Always address them as "Professor Smith" or "Dr. Smith."
- Do not call them by their first names or anything else unless they explicitly ask you to do so.
- When writing an email to your professor:
 - Begin the email with "Dear Professor Smith," "Dear Prof. Smith," or "Dear Dr. Smith."
 - Do not begin the email "Hi" without addressing your professor by their title and surname.
 - Write in complete sentences with correct spelling, grammar, and punctuation. Proofread your email before sending it. Be alert to the tone of your message.
 - Any email to a professor or teaching assistant should sound like a formal letter, not a text message or a demand to a customer service representative.

For example, you should write:

Dear Professor Smith,

I cannot come to your office hours this week. Are you available at any time on Monday instead?

Sincerely,

Jane

Do NOT write:

Hi,

I need to talk to you about the test. Can I come by Mon? Thx Jane

Do NOT write:

Hello, I'm a senior and I need your class to graduate. BanWeb says I need permission. I need you to enroll me immediately.

Jane

Meeting Times

This course is 100% face-to-face. Attendance is required for all students.

You should be reviewing course content provided on CourseDen daily to prepare for face-to-face lecture sessions and to complete course assignments.

Lecture

Tuesday, Thursday, 9:00 AM to 10:40 AM, Biology Rm 160

Materials

Genetics; A Conceptual Approach

Author: Benjamin A. Pierce

Availability: free e-book provided

Calculator

It is highly recommended that each student have access to a calculator. Any hand-held calculator should be sufficient however, this depends on the ability of the user.

Calculators on electronic devices (e.g. cell phones, tablets, or computers) are not permitted during quizzes and/or exams.

Outcomes

1. Comprehensive, detailed understanding of the chemical basis of heredity
2. Comprehensive and detailed understanding of genetic methodology and how quantification of heritable traits in families and populations provides insight into cellular and molecular mechanisms.
3. Understanding of how genetic concepts affect broad societal issues including health and disease, food and natural resources, environmental sustainability, etc.
4. Understanding the role of genetic mechanisms in evolution.
5. The knowledge required to to design, execute, and analyze the results of genetic experimentation in animal and plant model systems.
6. The ability to recognize the experimental rationale of genetic studies as they are described in peer-reviewed research articles and grant proposals to federal and other funding agencies.
7. The ability to evaluate conclusions that are based on genetic data.
8. Understanding the role of genetic technologies in industries related to biotechnology, pharmaceuticals, energy, and other fields.
9. Communication skills required in the discipline including oral presentations of research data, published research articles, grant proposals, and poster presentations at conferences.
10. Teamwork and leadership skills including group analysis of data, working together in the research laboratory, joint compositions of written reports, substantive participation in research group meetings, etc.

Evaluation

Criteria

Type	Weight	Topic	Notes
Exams	80%		
Quizzes and Assignments	8%		
Laboratory Notebook	12%		

Breakdown

Grade	Range	Notes
A	89.6-100	Graduate Students - 92-100
B	79.6-89.5	Graduate Students 82-91.9
C	69.6-79.5	Graduate Students 71.9-81.9
D	59.6-69.5	
F	0-59.5	Graduate Students 0-71.8

Assignments

Quizzes and Exams

Dates of the exams are subject to change based on the discretion of the instructor.

Dates of quizzes will be announced in class. Quizzes will be given at the beginning of the class on the announced date. Students arriving more than 10 minutes late for the quiz, without proper documentation and notification, will be given a grade of "0".

After the first person hands in their quiz/Exam, students who arrive late will not be permitted to take the quiz/exam without proper documentation.

Laboratory Project

Attendance in lab is mandatory. Methods and protocols taught in lab are essential for completing the lab report. If a student misses a lab, they cannot include the missed methods and results in their report, significantly impacting their grade and likely resulting in a failing mark for the lab report.

This Genetics Laboratory component introduces many of the common techniques used in genetic analyses, with an emphasis on modern molecular biology techniques. Nucleic acid isolation, PCR amplifications, DNA sequencing, and the use of bioinformatics tools are examples of topics that may be

explored. The laboratory exercises are designed to provide a hands-on context for topics being presented in the corresponding Genetics lecture course

□ Schedule

When	Topic	Notes
Exam 1 02/05/2026 11:00 AM - 12:50 PM		Concepts covered during Lecture
Exam 2 03/05/2026 11:00 AM - 12:50 PM		Concepts covered during lecture since Exam 1
Exam 3 04/02/2026 11:00 AM - 12:50 PM		Concepts covered during lecture since Exam 2
Exam 4 05/07/2026 9:00 AM - 10:40 AM		Concepts covered in Laboratory sessions and from Exam 3

□ Course Policies and Resources

How to Approach this Course

How to Approach this Course:

1. Attend class and work the assigned problems.
2. Read the textbook. The text should provide you with the basics of classical genetic analysis and much of the detail of molecular genetic analysis. Additional material about molecular genetic analysis and examples of the nature of some human genetic diseases will be provided.
3. Genetics, particularly classical genetics, and quantitative genetics covered in this course, is not a subject that can be learned simply by reading the text and listening to lectures. Although the individual concepts on which genetic analysis is based are quite simple, combinations of those concepts can, at first glance, seem extremely complex. It is very important that assigned problems be done diligently. It is only

through practice that the subject of genetics can be mastered. Also, each lecture builds upon previous lectures. It is extremely important that problems be done within a day or two of being assigned to reinforce the material presented so that new material can be added to a solid foundation. Falling a few days behind can be detrimental.

4. Ask questions. If something is not clear, ask. Utilize office hours or send me an email (ffontane@westga.edu).

5. Spend time studying and keep up. For best effect, you should study at least 3 hours for each class period within a day of the class period. Studying for a few hours or even all night just before an exam is not sufficient to do well, or perhaps, even to pass the course.

Exams and Assignments

Students are expected to take all exams and complete all assignments by the due dates. Missed exams/assignments will be assigned a score of 0 points. It is recognized that emergency situations can occur where missing an exam is unavoidable. What constitutes an emergency situation is at the discretion of the instructor. Therefore, check with the instructor to see if your situation qualifies. With proper documentation and an instructor-approved emergency situation, a makeup exam can be taken. Make-up exams must be taken within 5 business days.

The instructor reserves the right to alter the schedule and policy of this syllabus at his discretion.

CourseDen

CourseDen

Course information, links and references for supplementary readings will be posted on the course electronic (Course Den) site at <https://westga.view.usg.edu/>.

Be sure to check Course Den and your UWG email daily. 24/7 assistance is available for Course Den, 365 days a year at 1-800-588-5293.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in the final lab report. Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following

links contain information on how to cite Generative AI material:

APA Style Blog on citing ChatGPT

MLA Style Center on citing Generative AI

and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook)

□ College/School Policies

The College of Computing, Mathematics, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community, corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn.
2. Connect with a mentor(s) who cares about you as a person.
3. Connect with a mentor(s) who pushes you to reach your goals.

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.
3. Get involved in extracurricular activities and groups.

□ Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF),

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: <https://www.usg.edu/policymanual/section6/C2675> (<https://www.usg.edu/policymanual/section6/C2675>).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center. \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGCares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Additional Items

BIOL - 6460 - Applied Ecology

2026-2027 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

School of Field Investigations and Experimental Sciences

Is this a School of
Nursing, School of
Communication, Film
and Media course , OR
does it belong to the
Graduate School
rather than an

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

BIOL

Course Number * 6460

Course Title * Applied Ecology

Course Type *

Biology

Catalog Course Description *

This course explores advanced concepts in ecology, biodiversity, and conservation, focusing on real-world applications. Students will learn practical approaches to engaging the public in solving ecological problems through citizen science and outreach education.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☒ No

If yes, indicate maximum number of credit hours counted toward graduation. * NA

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites None

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

- Type of Delivery (Select all that apply)*
- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
 - ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
 - ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
 - ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
 - ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Currently, all our ecological graduate courses are cross-leveled at the 5000 level with undergraduate courses. This course adds 6000-level graduate content in ecology that was lacking in our program. Having a graduate-only course allows for more advanced content to be taught. The course has achieved excellent enrollment in the first two years it was taught as a special topics course, with 18 students in the first year, and 25 students this year (full class).

Student Learning Outcomes*

A. Identify key concepts and principles in applied ecology and recognize their relevance in addressing environmental issues, including: 1. A basic knowledge of ecology, including niches, life history traits, species interactions, populations, communities, ecosystems, nutrient cycles, & succession. 2. Approaches to ecological monitoring & the use of ecological indicators. 3. Threats to biodiversity and strategies for conservation. 4. Strategies for managing and restoring natural resources and ecosystems sustainably.

B. Gain proficiency in using tools and technologies for data collection and dissemination in citizen science projects, particularly with K-12 education.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED Syllabus.

Resources and Funding

- Planning Info***
- ☒ Library Resources are Adequate
 - ☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Will this course have special fees or tuition required?* ☐ Yes ☒ No

If yes, what will the fee be?* NA

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



Applied Ecology

BIOL-6460

Spring 2027 Section E01 3 Credits 01/10/2027 to 05/12/2027 Modified 01/09/2027

Description

This course explores advanced concepts in ecology, biodiversity, and conservation, focusing on real-world applications. Students will learn practical approaches to engaging the public in solving ecological problems through citizen science and outreach education.

Requisites

Prerequisites: None

Corequisites: None

Contact Information

Professor: Dr. Andrew Edelman, Certified Wildlife Biologist®

- Best way to contact me: email aedelman@westga.edu
- In-person Office Hours: Located in Biology Rm. 280; TBA. OR JUST COME ON BY; If I am here and my door is open then I am happy to talk with you.
- I know many of you are working during the day and may not be on campus. I can set up a phone or video meeting if you would like to talk. During the day is easiest if you have an open prep hour, but I can also set up an early evening meeting. Just reach out if you need to talk!
- Communication policy: I will do my best to respond to emails, discussion posts, etc., within 24 hours or sooner, Monday-Friday, 8 am-5 pm.
- Pronouns: He/him

Meeting Times

This is a 100% asynchronous course; there are no scheduled meeting times. Course concepts and assignments will be introduced on CourseDen, along with assigned readings and online resources. Each week or two, a new module will become available on CourseDen under the content tab (Usually on Tuesday).

Materials

Computer with reliable internet access and Microsoft Office 365

This is a fully online course. This means that you will need to be comfortable with technology. I will use various instructional strategies in teaching the content of this course that require technology. If you do not have access to a computer and the internet, the instructor can connect you to UWG resources that can help.

You will need to be able to do the following technology things to be successful in this course:

1. Access CourseDen from a desktop or laptop computer each day of the week. CourseDen is not mobile-device friendly, so you will not be able to complete this course on a phone or tablet (You can try, but do not be surprised if you encounter technical issues).
2. Use the browser Chrome or Firefox, which are supported and work best with CourseDen. Do not use the browser Safari because it is unsupported and often encounters technical issues.
3. Download documents (word, pdf,) from CourseDen.
4. Upload documents/assignments to the appropriate assignments box in CourseDen.
5. Have an authorized version of Microsoft Office 365. This is available for all students free by going to [UWG. \(https://www.westga.edu/its/microsoft-office-365.php\)](https://www.westga.edu/its/microsoft-office-365.php). I highly recommend you write all your assignments and discussion posts in [Microsoft Word with Track Changes enabled \(https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a\)](https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a). This will provide support for your writing process and originality.
6. Print and scan hand-written assignments using applications such as Genius Scan PDF scanner, [available for iPhone \(https://apps.apple.com/us/app/genius-scan-pdf-scanner/id377672876\)](https://apps.apple.com/us/app/genius-scan-pdf-scanner/id377672876) or [Android \(https://play.google.com/store/apps/details?id=com.thegrizzlylabs.geniusscan&hl=en_US&gl=US\)](https://play.google.com/store/apps/details?id=com.thegrizzlylabs.geniusscan&hl=en_US&gl=US). [Combine multiple PDF files into one file.](#) Students will upload PDF scans to CourseDen.
7. [Have Adobe Acrobat Reader for viewing and entering Available for free from Adobe \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/).
8. Access and watch. Videos may be embedded in CourseDen or may be externally linked.
9. Complete quizzes in CourseDen or within videos. If you encounter any issues playing the video quizzes, try using different browsers and devices.
10. Have access to email regularly in order to contact your instructor.
11. Receive notifications of course announcements and due date reminders via CourseDen or the Pulse App.
12. Participate in online discussion boards.
13. Use various citizen science apps and websites. A smartphone is useful for some of these applications.

Outcomes

This course explores advanced concepts in ecology, biodiversity, and conservation, focusing on real-world applications. Students will learn practical approaches to engaging the public in solving ecological problems through citizen science and outreach education.

Course Learning Objectives

- Identify key concepts and principles in applied ecology and recognize their relevance in addressing environmental issues, including:
 - A basic knowledge of ecology, including niches, life history traits, species interactions, populations, communities, ecosystems, nutrient cycles, & succession.
 - Approaches to ecological monitoring & the use of ecological indicators.
 - Threats to biodiversity and strategies for conservation.
 - Strategies for managing and restoring natural resources and ecosystems sustainably.
- Gain proficiency in using tools and technologies for data collection and dissemination in citizen science projects, particularly with K-12 education.

Evaluation

- Your final grade in the course will be determined by the grade you receive on module assignments, discussion boards, and the course project.
- Grades are based on completion, correctness, adherence to the assignment guidelines, and quality of work.
- Writing assignments will be graded on both what is written (clarity, depth, and insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade.
- No extra credit or curving of grades is offered in this course. I will not respond to any related requests.
- Grades will be posted on CourseDen periodically throughout the semester.
- Any breach by a student of the UWG Honor Code (plagiarism, unauthorized AI use, cheating, fabrication, aid/knowledge of academic dishonesty, lying, bribery or threats, stealing, etc.) will, at a minimum, result in a zero grade on the relevant assignment and may lead to further penalties. Turnitin software will be used to assess plagiarism in written assignments.

Criteria

Your course grade will be based on the following scheme:

Type	Weight
Module Assignments	40%
Discussion Boards	25%
Citizen Science Project	35%

Breakdown

You will need the following percentages to ensure a specific letter grade in the course (no curving of grades). Graduate students cannot earn a D letter grade.

Grade	Range
A	89.5-100%
B	79.5-89.4%
C	79.4-69.5%
F	0-69.4%

Assignments

- Course content units are divided into modules presented on CourseDen.
- Every 1-2 weeks (on Tuesdays, except for the first week), a new unit module will become available on CourseDen under the content tab. Due dates for assignments will be on Mondays at 11:59 PM (just before midnight) to complete all module components. Please avoid waiting until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment.
- Students must be willing to invest significant time working on the course each week to stay on track and perform well. Success in this course requires self-motivation, good organizational skills, and a willingness to communicate with the instructor.
- Any breach by a student of the UWG Honor Code (plagiarism, unauthorized AI use, cheating, fabrication, aid/knowledge of academic dishonesty, lying, bribery or threats, stealing, etc.) will, at a minimum, result in a zero grade on the relevant assignment and may lead to further penalties. Turnitin software will be used to assess plagiarism and AI use in written assignments. I highly recommend you write all your assignments and discussion posts in [Microsoft Word with Track Changes enabled \(https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a\)](https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a). This will provide support for your writing process and originality.

Module Assignments

Each module will have various assignments. This may include written responses, quizzes, activities/case studies, short presentations, narrated responses, and other methods. The overall goal for these assignments is to provide you with a meaningful activity that will help you learn the content and apply it to a relevant learning objective.

Discussion Boards

We will use discussion boards frequently throughout the semester to share your thoughts about course concepts, make recommendations for possible application of what we are discussing, and deepen your and others' understanding. The discussions are designed to enhance your learning of the content. Some discussions will occur between the entire class, whereas others will be in small groups. I may assign discussion leaders to facilitate small group discussions. Usually, I will have your first discussion post due one week, and the response posts due the following week. For the response posts

you should post during the first 3 days of the week to facilitate discussion. You should then check for other students' responses each day and reply. Do your best to provide a reply to any timely questions or feedback you receive from response posts.

Citizen Science Project

A significant component of this course includes a citizen science project focused on applied ecology. There will be two options for this project: participating as part of the [City Nature Challenge](https://www.citynaturechallenge.org/) (<https://www.citynaturechallenge.org/>) event or developing your own project. After the project is complete, you will submit a final report and outreach product.

Schedule

Tentative Schedule

This schedule is subject to change

Week	Module Topics	Assignments
Week 1 Jan. 10-19	Introduction to Course & Applied Ecology	Introduction Discussion Post Course Introduction Quiz Applied Ecology Comparison Research Summary
Week 2 Jan. 20-26	Fundamentals of Ecology	Ecology Video Quizzes Ecology Prior Knowledge Reflection Human Impacts Discussion Post
Weeks 3-4 Jan. 27-Feb. 9	Ecological Monitoring	Human Impacts Response Posts Monitoring Technologies Discussion Post Monitoring Technologies Response Posts Pollinator Exercise iNaturalist BioBlitz Starts

Weeks 5-6 Feb. 10-23	What is Citizen Science?	iNaturalist BioBlitz Ends Great Backyard Bird Count Citizen Science Discussion Post Citizen Science Response Posts BioBlitz Assessment
Weeks 7-8 Feb. 24- Mar. 9	Citizen Scientist Tools	Seek Activity Woodpecker Cavity Cam Assignment Citizen Science Reflection
Week 9-10 Mar. 10-23	Initiate Project Spring Break	Citizen Science Project Proposal & Survey
Weeks 11- 12 Mar. 24-Apr. 6	Ecological Indicators	Bioindicator Discussion Post Bioindicator Activity Bioindicator Response Posts
Weeks 13- 15 Apr. 7-27	Project Implementation & Wrap up	Project Progress Report Draft Project Report
Week 16 Apr. 28-May 4	Project report & class wrap-up	Final Citizen Science Project Report

Course Policies and Resources

Attendance Policy

- You are expected to check CourseDen each weekday to keep up with any announcements and assignments. Please note that you will need reliable Internet access during this class. Traveling to locations without Internet access does not excuse you from completing course assignments and

exams. Not following the technology requirements for the course (trying to use non-approved browsers, mobile devices, etc.) is not an excuse for late or poorly done assignments.

- Distributing Title IV funding (federal student aid) requires student attendance verification. You will verify your attendance by logging in to CourseDen before the roster verification date (otherwise, you may be dropped from the class for non-attendance).

Communication Policy

- Please use my aedelman@westga.edu email to contact me directly. It will usually be checked a minimum of twice each day. You will receive a response typically no later than the next business day for messages sent before 5 pm M-F. For more detailed issues, please contact me about making an in-person or virtual appointment.
- I will make every attempt to return assignments within a week after they are due. Occasionally, it will take me longer to grade assignments due to their length, holidays, or other factors. If needed, feedback will be provided on CourseDen.

Late Work Policy

- Timely completion of work is essential for student progression and management of the course.
- Assignments will be considered late if turned in after the due date. Late assignments will receive a 10% grade penalty the first 24 hours late, a 25% grade penalty the second 24 hours late, and will be marked as a zero in the grade book after 48 hours late.
- Discussion posts require interactions among students and cannot be completed after the due date.
- If you are experiencing personal issues that will prevent you from meeting a deadline, then please reach out to discuss the possibility of an extension prior to the deadline.

Generative Artificial Intelligence Course Policy

Generative Artificial Intelligence (Gen AI) is permitted in specific coursework.

In this course, Gen AI tools are permitted in the following coursework: Only if indicated directly in the provided individual assignment instructions.

Use of Gen AI tools to generate or complete coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. I highly recommend you write all your assignments and discussion posts in [Microsoft Word with Track Changes enabled](https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a) (<https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a>). This will provide support for your writing process and originality. The following links contain information on how to cite Generative AI material:

- [APA Style Blog on citing ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)
- [MLA Style Center on citing Generative AI](https://style.mla.org/citing-generative-ai/) (<https://style.mla.org/citing-generative-ai/>)
- and per faculty guidelines

Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))

□ College/School Policies

Dr. James 'Earl' Perry College of Mathematics, Computing, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community, corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

- Connect with a professor(s) who makes you excited to learn
- Connect with a mentor(s) who cares about you as a person
- Connect with a mentor(s) who pushes you to reach your goals

(B) Participate in experiential learning opportunities:

- Complete a long-term project such as a capstone project
- Participate in a high-impact practice such as undergraduate research or an internship
- Get involved in extracurricular activities and groups

□ Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations

without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php),

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility

includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center. \(https://www.westga.edu/student-services/counseling/\)](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services \(https://www.westga.edu/student-services/health/\)](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares \(https://www.westga.edu/uwgcares/\)](https://www.westga.edu/uwgcares/).

[Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Additional Items

MKTG - 6845 - AI Strategies for Business

2026-2027 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Marketing and Real Estate

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department?

*

Does this course belong solely to the Graduate School? ☒ Yes ☐ No

Course Information

Course Prefix*

MKTG

Course Number* 6845

Course Title* AI Strategies for Business

Course Type*

Marketing

Catalog Course Description*

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making. With topics such as AI applications in marketing, management, accounting, finance, and customer service, students will explore the complexities of AI-driven business models and develop the skills necessary to design and implement AI strategies consistent with organizational goals. The course will also examine the ethical implications required for responsible AI deployment in business.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? ☐ Yes ☒ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? ☐ Yes ☒ No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Type of Delivery (Select all that apply)*

- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☒ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☒ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☒ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☒ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* AI applications in business are growing rapidly. It is imperative for our curriculum to keep up with these changes.

Student Learning Outcomes*

Upon successfully completing the course, students will be able to:

1. Understand the concepts of AI and its strategic applications in business to drive innovation and growth.
2. Design and implement AI-driven solutions by selecting relevant AI models and use of prompts engineering techniques.
3. Explore the complex ethical considerations and challenges associated with AI implementation in business, including data privacy, bias, transparency, and responsible decision-making.
4. Integrate, interpret, and evaluate research output generated by AI to make data-informed business decisions.
5. Analyze case studies and best practices in leveraging AI tools to make strategic decisions and gain a competitive advantage.
6. Enhance knowledge and skills in leading AI transformation initiatives within organizations to support AI adoption and integration.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?* No Fee

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



RICHARDS COLLEGE
OF BUSINESS

MKTG 6845: AI Strategies for Business

Course Syllabus

Instructor:	Dr. Sunil Hazari, Professor Department of Marketing
Website:	http://www.sunilhazari.com/education/chatgpt
Office Location:	Room 341 – Roy Richards Sr. Hall
Office Phone:	678.831-0061 (text)
Office Hours:	M & W, 11:00 – 4:00 pm (appointments preferred)
Course Level:	Undergraduate – 3 semester hours
Course Meetings:	This course is 100% online
Course Web Site:	http://westga.view.usg.edu
Common Language for Course Syllabi	http://www.westga.edu/UWGSyllabusPolicies/
E-mail :	Use the MAIL feature within CourseDen Note: Instructor will reply to emails sent from CourseDen ONLY
University Tech Support:	678.839.6248 (for CourseDen problems) 678.839.6587 (for login/password/access problems)

Catalog Description

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making. With topics such as AI applications in marketing, management, accounting, finance, and customer service, students will explore the complexities of AI-driven business models and develop the skills necessary to design and implement AI strategies consistent with organizational goals. The course will also examine the ethical implications required for responsible AI deployment in business.

Required Course Textbook and Other Materials

- 1) “100 Useful ChatGPT prompts for Students, Educators, & Researchers” by Prof. Sunil Hazari (book will be provided for free in CourseDen)
- 2) “The woefully incomplete book of Generative AI” by Christopher Penn (book will be provided for free in CourseDen)
- 3) Students will also be expected to access academic, research, and industry publications from UWG Library Galileo Databases and Google Scholar.
- 4) Students must have access to a Windows 11 desktop or laptop computer to access AI applications and browser extensions related to AI.

Course Objectives

Upon successfully completing the course, students will be able to:

1. Understand the concepts of AI and its strategic applications in business to drive innovation and growth.
2. Design and implement AI-driven solutions by selecting relevant AI models and use of prompts engineering techniques.
3. Explore the complex ethical considerations and challenges associated with AI implementation in business, including data privacy, bias, transparency, and responsible decision-making.
4. Integrate, interpret, and evaluate research output generated by AI to make data-informed business decisions.
5. Analyze case studies and best practices in leveraging AI tools to make strategic decisions and gain a competitive advantage.
6. Enhance knowledge and skills in leading AI transformation initiatives within organizations to support AI adoption and integration.

Course Policies:

Academic Honor: UWG students are expected to achieve/maintain the highest academic honesty and excellence standards. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive an “F” grade in the course. Information at the following link contains important information about the code of conduct outlined in the student handbook: Handbook

(https://www.westga.edu/administration/vpsa/assets/docs/2017_2018_Student_Handbook.pdf)

Code of Conduct (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>)

If a student is unclear whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

For this class, general advice and interaction on discussion topics related to marketing research are encouraged. Each student must develop their solutions to individual assignments. In other words, students may not “work together” on individual graded assignments. Such collaboration constitutes cheating. A student may not use or copy (by any means) another’s work (or portions of it) and represent it as their own. Students are encouraged to use the “Virtual Watercooler” discussion board to post questions and/or seek clarification of course topics. If your question is of a personal nature, it is best to email the instructor in CourseDen.

✦ ***Classroom Policy for AI Tools***

This course is about the use of AI in Business, so using AI language models such as ChatGPT, CoPilot, and Google Gemini, is permitted for use in course assignments. However, specific guidelines and instructions about AI use should be followed for each assignment to ensure academic integrity and ethical conduct. Please check instructions and guidelines given for each assignment regarding the use of AI.

Any use of AI models to generate original works or complete assignments must be clearly cited and acknowledged, as failure to do so could constitute plagiarism. While the use of Generative AI tools is encouraged for brainstorming and generating ideas, students should not rely solely on this technology to complete their assignments, as doing so undermines the course’s learning objectives. AI output should be supported with additional research sources such as Google Scholar and UWG Galileo databases. Additionally, students must uphold ethical standards by refraining from using Generative AI to engage in academic dishonesty or other unethical behavior. Any violations of these guidelines will be subject to the academic and disciplinary policies in the UWG Honor Code.

The following link has information on how to cite Generative AI material:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Incomplete Policy: For a student to be eligible for an Incomplete grade, the student must have completed at least 80% of the course assignments with a minimum of “B” average in all completed assignments.

Disabilities Policy: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodation needed for the course.

Evaluation

The nature of this course relies primarily on projects and discussions. Students are expected to read assigned class material each week, complete project assignments, and participate in group discussions.

Feedback from Instructor: Feedback is integral to enhancing learning in all courses. Rubrics for scoring and assigning grades will be provided during the first week of class and available in CourseDen. The instructor will use these rubrics for grading and post scores for each assignment that are feedback indicators to students. Students are encouraged to contact the instructor if additional feedback is needed.

Late/Missed Assignments: Assignments are due on the date/time mentioned in the Course Schedule. Check CourseDen schedule for any maintenance downtime. There is a 25% per day late penalty, which is STRICTLY ENFORCED. The instructor must approve any delays, deviations, or substitutions for required assignments in advance (i.e., before the assignment deadline). Students should inform the instructor (by e-mail or phone call) of any absences or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading purposes. Discussions are locked by the system after the deadline. Any late assignments will have to be emailed to the instructor.

Appeals Policy: An announcement will be posted in CourseDen when grades are released for each assignment. Check the Gradebook for your score. Any concerns about assignment grade should be discussed with the instructor within FOUR days of the grade being posted, or the grade stands as assigned.

Written/Web Document Formatting. Research writing in this course should conform to business communication standards, including proper English with no spelling/grammar errors. All work submitted must be typed and use APA formatting. See the APA Quick Guide posted in the "Course Documents area." MS Word is the standard word-processing software. Follow the 22/12 rule in this course (No more than 22 words per sentence, no more than 12 lines per paragraph). Keep a copy of all submitted work. Students should display correct spelling, punctuation, grammar, and Business Communication rules for all assignments considered when assigning grades.

Technology Support: Since this class is online and uses technology, students should make alternate arrangements to access another computer in case of primary computer problems. Your computer problems, lack of Internet access, and other responsibilities external to the course are not valid excuses for submitting assignments late. Please DO NOT WAIT until the last day to complete the assignment if you experience computer problems or an Internet outage. Assignments will be considered late, and late penalties described above will apply for any work not submitted by the deadline. Information Technology Support <http://www.westga.edu/its/>) or CourseDen support (<http://westga.view.usg.edu>) should be consulted for questions about technology-related issues. Make backup copies regularly. Students are responsible for checking the CourseDen schedule (available online) for

maintenance downtime and planning ahead. In case of Technical Problems (such as password not working), contact the UWG ITS Tech support at 678.839.6587.

Evaluation/Assignments. Students must research information using textbooks, library databases, and online resources for the highest score in all assignments. Students will be graded individually using a point system. The standard UWG grading scale will be used to award letter grades. Each assignment will receive designated points based on assignment requirements. Please read assignment instructions carefully before submitting each assignment. Incorrectly submitted assignments (in content, format, or file type) will not be re-graded. Once a grade has been posted to the gradebook, it will not be changed.

Holistic grading rubric will be used for assessment. For details on the Holistic Rubric, see https://en.wikipedia.org/wiki/Holistic_grading

Evaluation Categories:

Discussions: Students will discuss chapter readings on various topics related to AI research. The instructor will provide chapter-related case studies, scenarios, and critical thinking questions that must be researched for discussion. For discussion assignments, check the instructions. In some assignments, only the Main Post is required (100% of the assignment grade); in other assignments, two posts are required from each student. The research-based Main Post (which counts 70% of the discussion assignment grade) should be detailed, include external research (such as websites and journal articles), and provide evidence of higher-order thinking skills. The Response Post, when required, counts 30% of the discussion assignment grade. The response is made in reply to another student's main post, adding value to the original post. The response post should be detailed. Quality of writing, research, communication, and interaction will be used when assigning scores for online discussion. See the online schedule provided in each assignment (under "Content" area of the course) for the Main Post and Response post deadlines. Also note the 22/12 rule, which will be one of the criteria used to assign discussion points. See the sample document provided online for the Main Post and Response post.

Note: In the Discussion board, you will have to make your Main Post first by selecting the "Start New Thread" button in the Discussion board before you can see/respond to other students' posts.

The Discussion forum has a "Virtual Watercooler" where you can ask any course-related question. If your question is of a personal nature, send an email to the instructor using the CourseDen Mail feature (click on 'Classlist' from the navigation bar and click on the instructor's name, which will open a new mail window)

Projects: Using various AI software programs, mini-projects throughout the term are used to build competency. All work must be done individually. See details under the Content area for specific instructions on each project.

Online Tests: Three (3) tests covering the topics discussed weekly from research/industry articles will be administered online. Questions in the exams will be Multiple Choice. All tests are open-book. Check online for the exact date/time for tests.

Grading Scale

Assignments	Points
Discussions/Case Studies/Projects (13 @ 20 points each)	260
Tests (Open Book) (3 @ 50 points each)	150
Total Points	410

- Grade A: 90% and above (369 – 410 points)
- Grade B: 80.00 – 89.99% (328 – 368 points)
- Grade C: 70 – 79.99% (287 – 327 points)
- Grade D: 60 – 69.99% (246 – 286 points)
- Grade F: less than 60% (245 and below)

Course Schedule

Note: Updated information is posted in the “Content” section of the online course. Do NOT rely on the online course calendar that is displayed on the home page of the course. Some assignments (such as Main Post discussion) that are due mid-week may not appear in the course calendar. Therefore, ALWAYS check under the ‘Content’ area for instructions, details, expectations, and deadlines for each individual assignment.

All emails to the instructor MUST be sent from within CourseDen (Communication->Classlist)

Week 1	History & Background of Artificial Intelligence, Generative AI, Natural Language Processing, Machine Learning
Week 2	AI Models: ChatGPT/Perplexity/Gemini/Bing/Dall-E/Midjourney
Week 3	Prompt Engineering for Business applications
Week 4	AI Ethics, Bias, & Risks
Week 5	TEST #1 (50 Points)
Week 6	AI tools for Statistics & Research
Week 7	AI Marketing - Social Media/Content Marketing
Week 8	AI Sentiment Analysis Project
Week 9	Entrepreneurship & Business Strategy using AI
Week 10	TEST #2 (50 points)

Week 11	Role of AI chatbots for customer service
Week 12	Vibe Coding of AI apps
Week 13	Accounting & Finance Applications of AI
Week 14	Professional development using AI (LinkedIn)
Week 15	Case Study - AI Strategy
Week 16	T E S T # 3 (50 Points) 50 Questions @ 2 points each. Multiple Choice. Open book. NOTE: FINAL EXAM FOLLOWS THE UWG CALENDAR AND CANNOT BE TAKEN EARLY OR LATE

NURS - 9020 - Developing the Nursing Dissertation Proposal

2026-2027 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*

Tanner Health System School of Nursing

Is this a School of
Nursing, School of
Communication, Film
and Media course , OR
does it belong to the
Graduate School
rather than an

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

NURS

Course Number * 9020

Course Title * Developing the Nursing Dissertation Proposal

Course Type *

Nursing

Catalog Course Description *

This course guides students through the development of their dissertation proposal by completing Chapters 1, 2, and 3, producing a proposal ready for dissertation committee review and oral presentation to the School of Nursing.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☒ Yes ☐ No

Lec Hrs * 3-4

Lab Hrs * 0

Credit Hrs * 3-4

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☒ Yes ☐ No

If yes, indicate maximum number of credit hours counted toward graduation. * 12

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites NURS 9019 Comprehensive Exam

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*

NURS 9020 is the first of a three-course dissertation courses. Course milestones include establishing the foundational chapters of the dissertation. This course provides structured guidance and resources needed to complete Chapters 1, 2, and 3, and produce a proposal ready for dissertation committee review and oral presentation to the School of Nursing. The course may be repeated up to two additional times for adequate completion of objectives. Extensions beyond two times would require permission of the Associate Dean of the Graduate Program of the Tanner Health School of Nursing.

Student Learning Outcomes*

- 1.Design dissertation proposal chapters 1, 2, and 3 that integrates a clearly articulated research problem, synthesized review of relevant literature, and a rigorous methodology.
2. Write a coherent proposal document including Chapters 1, 2, and 3 that demonstrates scholarly thinking and aligns methodological choices with the proposed research purpose.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

- Planning Info***
- ☒ Library Resources are Adequate
 - ☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 12

Will this course have special fees or tuition required?*

☐ Yes

☒ No

If yes, what will the fee be?* Search

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS 9020 Developing the Nursing Dissertation Proposal

Description: This course guides students through the development of their dissertation proposal by completing Chapters 1, 2, and 3, producing a proposal ready for dissertation committee review and oral presentation to the School of Nursing.

Variable Hours: 3 to 4 credits. Lecture hours 3 or 4, no lab hours.

Multiple attempts: Yes, maximum of 12 credit hours counted toward graduation.

Prerequisites: NURS 9019 Comprehensive Exam

Cross-listing: Yes

Student learning outcomes

- 1.Design dissertation proposal chapters 1, 2, and 3 that integrates a clearly articulated research problem, synthesized review of relevant literature, and a rigorous methodology.
2. Write a coherent proposal document including Chapters 1, 2, and 3 that demonstrates scholarly thinking and aligns methodological choices with the proposed research purpose.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
 - o The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course contract and the grades earned on the expected proposal items.
 - o Students who earn a Satisfactory grade but have not proposed and received approval of their dissertation may repeat the course once.
 - o Students who successfully earn dissertation committee approval of the complete proposal document may complete the oral proposal, advance to candidacy, and progress to NURS 9021 in the next semester it is offered.
- Assignments-
 - o Students will create an individualized course contract with their dissertation chair that includes the proposal items they will complete during this course.
 - o Proposal items include:

Chapter 1 (Introduction)

- Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
- Chapter 3 (Methodology)
- Oral proposal to the School of Nursing (Optional, depending on committee approval of the dissertation proposal document.)

NURS - 9021 - Applied Nursing Inquiry: Dissertation Research Implementation

2026-2027 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

graduate school,
rather than an
academic department? *

Does this course
belong solely to the
Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

NURS

Course Number * 9021

Course Title * Applied Nursing Inquiry: Dissertation Research Implementation

Course Type *

Nursing

Catalog Course Description * This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable
credit hour course? * ☒ Yes ☐ No

Lec Hrs * 3-4

Lab Hrs * 0

Credit Hrs * 3-4

Can a student take
this course multiple
times, each attempt
counting separately
toward graduation? * ☒ Yes ☐ No

If yes, indicate
maximum number of
credit hours counted
toward graduation. * 8

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 9020 Developing the Nursing Dissertation Proposal

Concurrent
Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

3

Grading*

Satisfactory/Unsatisfactory
- No IP

Type of Delivery
(Select all that apply)*

- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*

NURS 9021 is the second of the three-course dissertation series. The course provides structured guidance through the formal proposal of their dissertation study., Course milestones are preparing and submitting an Institutional Review Board application and implementing the proposed study. These objectives are essential for success in the dissertation and to complete the dissertation course sequence. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

Student Learning Outcomes*

Prepare a complete dissertation study proposal document and presentation that demonstrates methodological alignment, ethical rigor, and readiness for dissertation committee and Institutional Review Board (IRB) review.

Generate an IRB application, including any revisions required by the IRB.

Implement the dissertation of study by applying the research plan with scholarly precision, ethical integrity, and adherence to disciplinary and institutional standards.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/IWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?* Search

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Description: This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment.

Variable Hours: 3 to 4 credits. Lecture hours 3 or 4, no lab hours.

Multiple attempts: Yes, a maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9020 Developing the Nursing Dissertation Proposal

Cross-listing: Yes

Student learning outcomes

1. Prepare a complete dissertation study proposal document and presentation that demonstrates methodological alignment, ethical rigor, and readiness for dissertation committee and Institutional Review Board (IRB) review.
2. Generate an IRB application, including any revisions required by the IRB.
3. Implement the dissertation of study by applying the research plan with scholarly precision, ethical integrity, and adherence to disciplinary and institutional standards.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
 - o The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course contract and the grades earned on the expected proposal items.
 - o Students who earn a Satisfactory grade but have not finalized the dissertation document or submitted it to ProQuest may repeat the course once.
 - o Students who earn dissertation committee approval of their proposed study and submit it to ProQuest will advance to degree completion.
- Assignments-
 - o Students will create an individualized course contract with their dissertation chair that includes the finalized
 - o Items include:
 - ♣ Proposal
 - Chapter 1 (Introduction)
 - Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
 - Chapter 3 (Methodology)
 - ♣ Oral presentation of the proposal to the School of Nursing.
 - ♣ IRB application

- ♣ Items as determined by the dissertation committee chair to verify study implementation and data collection.

NURS - 9022 - Advanced Nursing Inquiry: Dissertation Completion

2026-2027 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

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If you have any questions, please email curriculog@westga.edu.

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Tanner Health System School of Nursing

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

NURS

Course Number * 9022

Course Title * Advanced Nursing Inquiry: Dissertation Completion

Course Type *

Nursing

Catalog Course Description *

The NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☒ Yes ☐ No

Lec Hrs * 3-4

Lab Hrs * 0

Credit Hrs * 3-4

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☒ Yes ☐ No

If yes, indicate maximum number of credit hours counted toward graduation. * 8

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

- Type of Delivery (Select all that apply)*
- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
 - ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
 - ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
 - ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
 - ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* NURS 9022 is critical to the integrity and completion of the doctoral dissertation for the Tanner School of Nursing EdD program. It provides structure and guidance as students complete the implementation of their dissertation study, conduct data analysis, develop dissertation results and discussion of results, present their dissertation defense, and prepare the final dissertation manuscript for submission to ProQuest.

Student Learning Outcomes*

Write a coherent dissertation Chapter 4 that demonstrates analysis and interpretation of study data, advanced scholarly inquiry, methodological inquiry, and ethical research practice.

Disseminate dissertation findings through a professional scholarly final presentation.

Prepare the final dissertation document, including dissemination through submission to ProQuest.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

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Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* ☐ Yes
☒ No

If yes, what will the fee be?*

Fee Justification

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS 9022 Advanced Nursing Inquiry: Dissertation Completion

Description: This course guides students as they complete the implementation of their dissertation study, including data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings.

Variable Hours: 3 to 4 credits. Lecture hours 3 or 4, no lab hours.

Multiple attempts: Yes, maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Cross-listing: Yes

Student learning outcomes

1. Write a coherent dissertation Chapter 4 that demonstrates analysis and interpretation of study data, advanced scholarly inquiry, methodological inquiry, and ethical research practice.
2. Disseminate dissertation findings through a professional scholarly final presentation.
3. Prepare the final dissertation document, including dissemination through submission to ProQuest.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
 - o The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course contract and the grades earned on the expected proposal items.
 - o Students who earn a Satisfactory grade but have not completed will repeat the course
- Assignments-
 - o Students will create an individualized course contract with their dissertation chair that includes items necessary to finalize the completed dissertation, including submission to ProQuest
 - o Items include:
 - ♣ Final completed dissertation document formatted for ProQuest submission.
 - Chapter 1 (Introduction)
 - Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
 - Chapter 3 (Methodology)

- Chapter 4 (Manuscript #2- Results, Discussion, Conclusions, Recommendations)
- ♣ Oral presentation of the dissertation findings to the School of Nursing and University of West Georgia.
- ♣ Submission of the dissertation to ProQuest

NURS - 9900 - Ed.D. Scholarly Writing

2026-2027 Graduate New Course Request

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Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Tanner Health System School of Nursing

Is this a School of
Nursing, School of
Communication, Film
and Media course, OR
does it belong to the
Graduate School
rather than an

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

academic department? *

Does this course belong solely to the Graduate School? * ☐ Yes ☒ No

Course Information

Course Prefix *

NURS

Course Number * 9900

Course Title * Ed.D. Scholarly Writing

Course Type *

Nursing

Catalog Course Description * This course will address the mechanics of scholarly writing, peer review, self-editing and APA format.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☒ No

Lec Hrs * 1

Lab Hrs * 0

Credit Hrs * 1

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☒ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ☒ Active-Visible ☐ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

Grading*

- Type of Delivery (Select all that apply)*
- ☒ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
 - ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
 - ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
 - ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
 - ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* In the past, the EdD students of the School of Nursing have taken the 6900 level writing course. This allows a course at the 9900 level to be taken by Doctoral students.

Student Learning Outcomes* Demonstrate knowledge of writing skills, including structure and rules of the English language.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required? * ☐ Yes ☒ No

If yes, what will the fee be? * 0

Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

NURS 9900 Ed.D Scholarly Writing

Description: This course will address the mechanics of scholarly writing, peer review, self-editing and APA format.

Credit Hour(s): 1 credit

Multiple attempts: No

Prerequisites: No

Cross-listing: No

Student learning outcomes

1. Demonstrate knowledge of writing skills, including structure and rules of the English language

Syllabus

- Materials- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Evaluation-

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

- Assignments-

Assignments	60% of Course Grade	Description
Module 1 Reflective Discussion	5%	Complete a reflective activity and share through a discussion post and reply.
Student Paper Template	5%	Prepare a template in APA format, including completing a quiz on APA-formatted headings.
Reference List Assignment	10%	Complete a Reference List Worksheet.

Module 2 Reflective Discussion	5%	Complete a reflective activity and share through a discussion post and reply.
Paraphrasing Assignment	10%	Complete a worksheet focused on paraphrasing.
Synthesis Gallery Assignment	10%	Prepare an aesthetic interpretation of the synthesis of information and sources.
Synthesis Paper Assignment	10%	Prepare a paper to demonstrate the synthesis of information and sources.
Reflection Quiz	5%	Complete a reflection on collaborating or not collaborating.
Key Assignments	40% of Course Grade	Description
Scholarly Paper & Checklist	20%	Prepare a scholarly paper, including submitting a draft for review and a finalized paper.
Reflection Paper	20%	Complete a reflective quiz and prepare a scholarly, APA-formatted reflective paper.

Doctorate in Nursing Education, Ed.D.

2026-2027 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- ☐ Program Name
 - ☐ Track/Concentration
 - ☐ Catalog Description
 - ☐ Degree Name
 - ☐ Program Learning Outcomes
 - ☒ Program Curriculum
 - ☐ Other

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department

☒ Tanner Health System School of Nursing

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?*

☒ Yes ☐ No

Is this a College of Education Program?*

☐ Yes ☒ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*

☒ Program ☐ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* Doctorate in Nursing Education, Ed.D.

Program ID - DO NOT EDIT* 4841

Program Code - DO NOT EDIT

Program Type* Doctorate

Degree Type* Doctorate in Education

Program Description* Our Doctorate in Nursing Education program at UWG exemplifies academic excellence in a caring environment by providing quality graduate education to meet current and evolving needs. The doctoral program is designed to prepare nurse educators for the 21st century. Competencies include the knowledge and skills in theoretical and analytic approaches to the discovery and application of knowledge in nursing education. The program outcomes reflect the Core Competencies of Nurse Educators by the National League for Nursing (2019). No other EdD in Nursing Education program exists in Georgia and only a few exist in the nation.

The program is offered 100 percent online and includes a total of 60 semester hours. A two-day, virtual orientation seminar will introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue, learners will gain an understanding of the doctoral program goals, structure, and culture. Students will develop strategies for successfully engaging in doctoral learning and building an effective doctoral community. Classroom instruction will be delivered through an asynchronous online format. Communication between professor and students will be promoted within the university's course management system.

Ed.D. Program Objectives

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

Admission Requirements for the Doctorate in Nursing Education can be found at:
<https://www.westga.edu/academics/nursing/doctorate-in-nursing-education.php>

This online degree may not be available in all states. If you are an out-of-state student, please contact the Director of Distance Education at UWG to confirm that the program is available in your state.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Online

Curriculum Information

Curriculum Part-Time Plan of Study (60 Credit Hours) Beginning Fall 2026

Curriculum Schema Ed.D. Nursing Education-Part-time

Semester 1 - (Fall - 7 semester hrs)

**NURS 9001 Current Trends and Issues in
Nursing Education**

**NURS 9005 Nursing Theory in Nursing
Education**

NURS 6900 Scholarly Writing

[Before]OR

NURS 9900 Ed.D Scholarly Writing

Semester 2 - (Spring - 6 semester hrs)

NURS 9002 Quantitative Research in Nursing

**NURS 9007 Applied Statistical Methods in
Nursing**

Semester 3 - (Summer - 5 semester hrs)

**NURS 9006 Educational and Healthcare Policy
Analysis**

**NURS 9008 Theoretical and Philosophical
Foundations of Education**

Semester 4 - (Fall - 6 semester hrs)

NURS 9004 Teaching the Adult Learner

**NURS 9003 Principles of Qualitative Inquiry:
Design and Methods**

Semester 5 - (Spring - 3 semester hrs)

NURS 9016 Distance Education in Nursing

Semester 6 (Summer - 3 semester hrs)

**NURS 9013 Nursing Education Leadership for
Diversity for the 21st century**

Semester 7 - (Fall - 6 semester hrs)

**NURS 9009 Curriculum: Theory and Practice
NURS 9011 Ethics in Nursing Education**

Semester 8 - (Spring - 6 semester hrs)

**NURS 9012 Nursing Education Synthesis
NURS 9018 Advanced Research Methods**

Semester 9 - (Summer - 3 semester hrs)

NURS 9014 Methodology Development

Semester 10 - (Fall - 3 semester hrs)

NURS 9019 Comprehensive Exam

Semester 11 - (Spring - 3 semester hrs)

**NURS 9015 Dissertation
[After] OR
NURS 9020 Developing the Nursing
Dissertation Proposal**

Semester 12- (Summer - 3 semester hrs)

**NURS 9020 Developing the Nursing
Dissertation Proposal**

[Before]OR

NURS 9015 Dissertation

Semester 13 - (Fall - 3 semester hrs)

NURS 9015 Dissertation

[Before]OR

NURS 9021 Applied Nursing

Inquiry: Dissertation Research Implementation

Semester 14 - (Spring - 3 semester hrs)

NURS 9015 Dissertation

[Before]OR

NURS 9022 Advanced Nursing Inquiry:

Dissertation Completion

Curriculum Full Time Plan of Study (60 Credit Hours) Beginning Fall 2026

Curriculum Schema Ed.D. Nursing Education- Full-time

Semester 1 - (Fall - 10 semester hrs)

**NURS 9001 Current Trends and Issues in
Nursing Education**

NURS 9004 Teaching the Adult Learner

**NURS 9005 Nursing Theory in Nursing
Education**

NURS 6900 Scholarly Writing

[Before]OR

NURS 9900 Ed.D Scholarly Writing

Semester 2 - (Spring - 6 semester hrs)

NURS 9002 Quantitative Research in Nursing

NURS 9007 Applied Statistical Methods in Nursing

Semester 3 -(Summer - 5 semester hrs)

NURS 9006 Educational and Healthcare Policy Analysis

NURS 9008 Theoretical and Philosophical Foundations of Education

Semester 4 - (Fall - 9 semester hrs)

NURS 9003 Principles of Qualitative Inquiry: Design and Methods

NURS 9009 Curriculum: Theory and Practice

NURS 9011 Ethics in Nursing Education

Semester 5 - (Spring - 9 semester hrs)

NURS 9012 Nursing Education Synthesis

NURS 9016 Distance Education in Nursing

NURS 9018 Advanced Research Methods

Semester 6 - (Summer - 6 semester hrs)

NURS 9013 Nursing Education Leadership for Diversity for the 21st century

NURS 9014 Methodology Development

Semester 7 - (Fall - 3 semester hrs)

NURS 9019 Comprehensive Exam

Semester 8 - (Spring - 3-4 semester hrs)

NURS 9015 Dissertation

[Before]OR

**NURS 9020 Developing the Nursing
Dissertation Proposal**

Semester 9 - (Summer - 3 semester hrs)

NURS 9015 Dissertation

[Right] OR

**NURS 9020 Developing the Nursing
Dissertation Proposal**

Semester 10 - (Fall - 3-4 semester hrs)

NURS 9015 Dissertation

[Right] OR

**NURS 9021 Applied Nursing
Inquiry: Dissertation Research Implementation**

Semester 11 - (Spring - 3-4 semester hrs)

NURS 9015 Dissertation

[Before]OR

**NURS 9022 Advanced Nursing Inquiry:
Dissertation Completion**

Curriculum Full-Time Plan of Study (60 Credit Hours) Beginning Fall 2019 Option E Full Time

Semester 1 - (Fall 10 semester hrs)

NURS 9004 Teaching the Adult Learner

**NURS 9005 Nursing Theory in Nursing
Education**

**NURS 9001 Current Trends and Issues in
Nursing Education**

NURS 6900 Scholarly Writing

Semester 2 - (Spring - 6 semester hrs)

NURS 9002 Quantitative Research in Nursing
NURS 9007 Applied Statistical Methods in Nursing

Semester 3 - (Summer - 5 semester hrs)

NURS 9003 Principles of Qualitative Inquiry: Design and Methods
NURS 9006 Educational and Healthcare Policy Analysis

Semester 4 - (Fall - 9 semester hrs)

NURS 9008 Theoretical and Philosophical Foundations of Education
NURS 9009 Curriculum: Theory and Practice
NURS 9018 Advanced Research Methods

Semester 5 - (Spring - 9 semester hrs)

NURS 9011 Ethics in Nursing Education
NURS 9012 Nursing Education Synthesis
NURS 9016 Distance Education in Nursing

Semester 6 - (Summer - 6 semester hrs)

NURS 9013 Nursing Education Leadership for Diversity for the 21st century
NURS 9014 Methodology Development

Semester 7 - (Fall - 3 semester hrs)

NURS 9019 Comprehensive Exam

Semester 8 - (Spring - variable credit 1-4)

NURS 9015 Dissertation

Semester 9 - (Summer - Variable credit 1-4)

NURS 9015 Dissertation

Semester 10 - (Fall - Variable credit 1-4)

NURS 9015 Dissertation

Semester 11 - (Spring - Variable credit 1-4)

NURS 9015 Dissertation

**Curriculum Part Time Plan of Study (60 Credit Hours)
Beginning Fall 2019 Option E Part Time**

Semester 1 - (Fall - 7 semester hrs)

**NURS 9001 Current Trends and Issues in
Nursing Education**

**NURS 9005 Nursing Theory in Nursing
Education**

NURS 6900 Scholarly Writing

Semester 2 - (Spring - 6 semester hrs)

NURS 9007 Applied Statistical Methods in Nursing

Semester 3 - (Summer - 5 semester hrs)

NURS 9003 Principles of Qualitative Inquiry: Design and Methods

NURS 9006 Educational and Healthcare Policy Analysis

Semester 4 - (Fall - 6 semester hrs)

NURS 9004 Teaching the Adult Learner

NURS 9008 Theoretical and Philosophical Foundations of Education

Semester 5 - (Spring - 6 semester hrs)

NURS 9011 Ethics in Nursing Education

NURS 9016 Distance Education in Nursing

Semester 6 - (Summer - 3 semester hrs)

NURS 9013 Nursing Education Leadership for Diversity for the 21st century

Semester 7 - (Fall - 6 semester hrs)

NURS 9009 Curriculum: Theory and Practice

NURS 9018 Advanced Research Methods

Semester 8 - (Spring - 3 semester hrs)

NURS 9012 Nursing Education Synthesis

Semester 9 - (Summer - 3 semester hrs)

NURS 9014 Methodology Development

Semester 10 - (Fall - 3 semester hrs)

NURS 9019 Comprehensive Exam

Semester 11 - (Spring - 1-4 variable credit)

NURS 9015 Dissertation

Semester 12 - (Summer - 1-4 variable credit)

NURS 9015 Dissertation

Semester 13 - (Fall - 1-4 variable credit)

NURS 9015 Dissertation

Semester 14 - (Spring - 1-4 variable credit)

NURS 9015 Dissertation

New Core

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The rationale for adding the three sequential dissertation courses to the curriculum is to provide support and guidance to students as they are led to complete the dissertation in a scholarly, efficient, and timely manner. Our strategic plan imperative #1 is Student Success-Enhanced learning, access, progression, and development and goal 4 is to admit the most qualified students and support timely progression to graduation. Adding these dissertation courses will provide students with support from peers and faculty who are guiding them through the inquiry and writing of specific chapters 1-3 of the dissertation in NURS 9020. In NURS 9021, students will be guided as they write a proposal defense presentation. Additionally, students will be guided through the institutional review board process and begin conduction of their planned study. In the final sequential course, NURS 9022, students are guided through data analysis, data reporting, and dissertation dissemination.

The rationale for the addition of the NURS 9900 EdD Scholarly Writing course to the curriculum is to provide a scholarly doctoral-level course for writing scholarship and instruction. Currently, students take a Master's level course in the curriculum NURS 6900 and should have a NURS 9900 doctoral-level course.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

No PLO changes were made with the addition of these courses. However, the program learning outcome to conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education will be enhanced with the addition of these courses.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

Please select all that apply.*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☒ None of these apply

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☒ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach it to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach it to this proposal.

Program Map* ☒ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☒ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Semester	Course/Title/ Semester Hours	Credit Hours
Fall #1	NURS 9001/ Current Trends and Issues in Nursing Education/ 3 hours NURS 9004/ Teaching the Adult Learner/ 3 hours NURS 9005/ Nursing Theory in Nursing Education/ 3 hours NURS 9900/ Scholarly Writing/ 1 hour	10
Spring #1	NURS 9002/ Quantitative Research in Nursing/ 3 hours NURS 9007/ Applied Statistical Methods in Nursing/3hours	6
Summer #1	NURS 9006/ Educational and Health Care Policy Analysis/ 2 hours NURS 9008/ Theoretical and Philosophical Foundations of Education/ 3 hours	5
Fall #2	NURS 9003/ Principles of Qualitative Inquiry: Design and Methods/ 3 hours NURS 9009/ Curriculum: Theory and Practice/ 3 hours NURS 9011/ Ethics in Nursing Education/ 3 hours	9
Spring #2	NURS 9012/ Nursing Education Synthesis/ 3 hours NURS 9016/ Distance Education in Nursing/ 3 hours NURS 9018 /Advanced Research Methods/ 3 hours	9
Summer #2	NURS 9013/ Nursing Education Leadership for Diversity for the 21st century/ 3 hours NURS 9014/ Methodology Development/ 3 hours	6
Fall #3	NURS 9019/ Comprehensive Exam/ 3 hours	3
Spring #3	NURS 9020/ Developing the Nursing Dissertation Proposal/ 3-4 hours (Variable credit 3-4 hours)	3-4
Fall #4	NURS 9021/ Applied Nursing Inquiry: Dissertation Research Implementation/ 3-4 hours (Variable credit 3-4 hours)	3-4
Spring #4	NURS 9022/ Advanced Nursing Inquiry: Dissertation Completion/ 3-4 hours (Variable credit 3-4 hours)	3-4
	Total Hours	60-63

- It is possible for a student to take dissertation courses NURS 9020 and 9021 in the summer semester between Spring #3 and Fall #4. However, the student must request this option to the chair and associate dean and provide deliverable outcomes anticipated to be met.

**Academic Year
Program Map
DEGREE and MAJOR
Concentration (if applicable)**

YEAR 1			
TERM 1 Fall		TERM 2 Spring	
Course	Credits	Course	Credits
NURS 9001 Current Trends and Issues in Nursing Education	3	NURS 9002 Quantitative Research in Nursing	3
NURS 9004 Teaching the Adult Learner	3	NURS 9007 Applied Statistical Methods in Nursing	3
NURS 9005 Nursing Theory in Nursing Education	3	SEMESTER TOTAL	6
NUR 9900 Ed D. Scholarly Writing	1	TERM Summer	
		NURS 9006 Educational and Health Care Policy Analysis	2
		NURS 9008 Theoretical and Philosophical Foundations of Education	3
SEMESTER TOTAL	10	SEMESTER TOTAL	5
Milestones		Milestones	
• Complete NURS 9001, 9004, 9005, 9900. Required to earn B or higher.		• Complete NURS 9002, 9007, 9006, 9008. Required to earn B or higher.	
YEAR 2			
TERM 1 Fall		TERM 2 Spring	
Course	Credits	Course	Credits
NURS 9003 Principles of Qualitative Inquiry: Design and Methods	3	NURS 9012 Nursing Education Synthesis	3
NURS 9009 Curriculum: theory and Practice	3	NURS 9016 Distance Education in Nursing	3
NURS 9011 Ethics in Nursing Education	3	NURS 9018 Advanced Research Methods	3
		SEMESTER TOTAL	9
		TERM Summer	
		NURS 9013 Nursing Education Leadership for Diversity for the 21 st century	3
		NURS 9014 Methodology Development	3
SEMESTER TOTAL	9	SEMESTER TOTAL	6

Milestones
Complete NURS 9003, 9009, 9011. Required to earn B or higher

Milestones
Complete NURS 9012, 9016, 9018, 9013.9014 Required to earn B or higher

YEAR 3			
TERM 1 Fall		TERM 2 Spring	
Course	Credits	Course	Credits
NURS 9019 Comprehensive Exam	3	NURS 9020 Developing the Nursing Dissertation Proposal	3-4
SEMESTER TOTAL	3	SEMESTER TOTAL	3-4
Milestones		Milestones	
		1. .Design dissertation proposal chapters 1, 2, and 3 that integrates a clearly articulated research problem, synthesized review of relevant literature, and a rigorous methodology. 2. Write a coherent proposal document including Chapters 1, 2, and 3 that demonstrates scholarly thinking and aligns methodological choices with the proposed research purpose Required to complete all milestones with an S.	
YEAR 4			
TERM 1 Fall		TERM 2 Spring	
Course	Credits	Course	Credits
NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation	3-4	NRUS 9022 Advanced Nursing Inquiry: Dissertation Completion	3-4
SEMESTER TOTAL	3-4	SEMESTER TOTAL	3-4
Milestones		Milestones	
1. Prepare a complete dissertation study proposal document and presentation that demonstrates methodological alignment, ethical rigor, and readiness		1. Write a coherent dissertation Chapter 4 that demonstrates analysis and interpretation of study data, advanced scholarly inquiry, methodological inquiry, and ethical research practice.	

for dissertation committee and Institutional Review Board (IRB) review. 2. Generate an IRB application, including any revisions required by the IRB. 3. Implement the dissertation of study by applying the research plan with scholarly precision, ethical integrity, and adherence to disciplinary and institutional standards. 4. Required to complete all milestones with an S.	2. Disseminate dissertation findings through a professional scholarly final presentation. 3. Prepare the final dissertation document, including dissemination through submission to ProQuest 4. Required to complete all milestones with an S.

<Degree Level> (<Degree level abbreviation>)

<Program>

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.	Imperative #1- Student Success-Enhanced learning, access, progression, and development. Goal 2: Increase faculty and staff support to meet teaching, research, and community engagement goals.	The article summary paper is written in NURS 9002: Quantitative Research in Nursing as a final paper with a grade.	80% of EdD students in the NURS 9002 course in the collection year will receive a grade of 80% or higher on the Article Summary Paper.					
Facilitate curriculum design, development of courses, and evaluation of program and student outcomes using evidence-based strategies.	Imperative #1- Student Success-Enhanced learning, access, progression, and development. Goal 2: Increase faculty and staff support to meet teaching, research, and community engagement goals.	The Curriculum Proposal and Design Paper shows how the student can facilitate curriculum design by developing and analyzing nursing education curricula. The paper is written in NURS 9009 Curriculum: Theory and Practice.	Eighty percent of students will achieve a grade of 80% or higher on the final Curriculum Proposal Paper.					
Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.	Imperative #1- Student Success-Enhanced learning, access, progression, and development. Goal 3: Create an environment which promotes faculty, staff, and student scholarship, research and creative activities.	The Argumentative Paper requires that the nurse leader student function as a change agent by analyzing current trends and issues related to nursing education, evaluate information informing teaching practice, and offer an evidence-based argument to support critical thinking.	Eighty percent of students in the NURS 9012: Nursing Education Synthesis course will make a grade of at least 80% on the argumentative paper.					

Advance the scholarship of nursing education.	Imperative #1- Student Success-Enhanced learning, access, progression, and development. Goal 3: Create an environment which promotes faculty, staff, and student scholarship, research and creative activities.	Students analyze characteristics of effective research design, appraise the rigor of research studies, and select a method for a research study in the NURS 9014: Methodology Development course. The methodology paper is the final paper incorporating all the course learning outcomes leading to the advancement of scholarship.	Eighty percent of students will receive the grade of 80% or higher for the Methodology Paper.					
Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.	Imperative #1- Student Success-Enhanced learning, access, progression, and development. Goal 4: Admit the most qualified students and support timely progression to graduation.	The final dissertation defense is completed after the student has conducted their nursing education research study and written the dissertation.	Ninety percent of students who propose a dissertation, conduct the research, write the dissertation, and defend their dissertation will be successful by passing the defense.					

	PL-SLO 1	PL-SLO 2
COURSES	Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.	Facilitate curriculum design, development of courses, and evaluation of programs and learner outcomes using evidence-based strategies.
NURS 9900	I	
NURS 9001	I	
NURS 9002	R (A)	
NURS 9003		
NURS 9004	R	
NURS 9005		
NURS 9006	R	
NURS 9007		
NURS 9008		
NURS 9009		I (A)
NURS 9011		
NURS 9012	R	R
NURS 9016		M
NURS 9013	M	
NURS 9014		
NURS 9018	M	
NURS 9019	M	
NURS 9020	M	
NURS 9021	M	
NURS 9022	M	

PL-SLO 3	PL-SLO 4	PL-SLO 5
Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.	Advance the scholarship of nursing education.	Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.
I		
	I	I
	I	I
R		
	I	I
R		
	R	R
	R	R
R		
M		
M (A)		
M		
	M (A)	M
	M	
	M	M
	M	M
	M	M (A)