

Memorandum

To: General Faculty

Date: November 29, 2023

Regarding: Faculty Senate Agenda for December 1, 2023 in Richards Hall, room 102

1. Call to Order
2. Roll Call
3. Minutes
 - A) The November 10, 2023 Faculty Senate Meeting Minutes were approved electronically on November 29, 2023.
4. Administrator Reports
 - A) President
 - B) Provost
 - C) Core Impacts Updates (David Newton)
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

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

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

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

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Anthropology, Psychology, and Sociology
 - a) [ANTH - 1105L - Introduction to Biological Anthropology Lab](#)

Request: Add

ANTH 1105 is an established 3-credit hour course in Core Area D and a popular option for non-science majors. This proposal adds a 1-credit hour laboratory component to the course. This will open this course option to science majors for Area D2. Including this lab in Area D will not affect graduation requirements or

the program map for Anthropology majors. For students interested in the subject it offers an excellent 1-credit class as needed.

b) [Embedded Certificate in Forensic Science](#)

Request: Revise

This proposal includes two changes: (1) Remove two Basic Science Courses that no longer exist and replace with equivalents:

Remove: CHEM 1151K Survey of Chemistry I (4 Credit Hours) and CHEM 1152K Survey of Chemistry II (4 Credit Hours)

Replace with:

CHEM 1151 Survey of Chemistry I (3 Hrs) and CHEM 1151L Lab (1 Hr)

CHEM 1152 Survey of Chemistry II (3 Hrs) and CHEM 1152L Lab (1 Hr)

(2) Add ANTH 4122 Skeletal Indicators of Health and Behavior as a new option in the list of courses with themes in forensic science.

c) [PSYC - 3850 - Forensic Psychology](#)

Request: Add

This is an eMajor class that was approved by the consortium as an elective for CRJU majors in 2021, but it was not submitted for a UWG course number at that time. Approval of this course is retroactive to 2021, allowing credit for those students who have taken the course during that time.

d) [Social and Behavioral Health, B.S.](#)

Request: Revise

Adding ANTH 4122 Skeletal Indicators of Health and Behavior to Area 2A (an area of this program, not referring to the general education core areas). Course works well for this curriculum overall, and this area could use more options as most courses listed are not offered every semester.

2) Department of English, Film, Languages, and Performing Arts

a) [THEA - 1000 - Theatre Laboratory](#)

Request: Revise

This proposal makes THEA 1000 the gateway course into the BFA in Theatre (gateway is currently THEA 2900: Sophomore Assessment), by making it possible for students to audition and/or show their portfolio as early as their

second semester of Freshman year. Students are allowed to take THEA 1000 more than once if the first time they do not successfully enter the BFA in Theatre by receiving an Unsatisfactory grade. Students must have completed 15 credit hours with an overall GPA of 2.5 and an average GPA of 3.0 in THEA and XIDS 2002 (Theatre & Collaboration) courses to take this course.

b) [THEA - 2900 - Sophomore Assessment](#)

Request: Revise

THEA 2900: Sophomore Assessment is currently the gateway course to the BFA in Theatre and must be taken twice. We are revising this course to be taken only once, in the student's sophomore year (if they are taking the needed amount of credit hours each semester), to assess the BFA candidate's progress in competencies.

c) [THEA - 3900 - Junior Assessment](#)

Request: Add

The BFA in Theatre Program is currently under Plan Approval with the National Association of Schools of Theatre, our accrediting body. A standard for all BFA in Theatre programs requires ways to measure competencies. THEA 2900: Sophomore Assessment does this for students in their second year at the University. THEA 4111: Performance and Production Capstone measures competencies for students in their graduating year. We are creating THEA 3900: Junior Assessment to measure competencies in the BFA in Theatre.

d) [Theatre with Concentrations in Acting and Design/Technology, B.F.A.](#)

Request: Revise

This revision makes it possible for students to begin their candidacy for the BFA in their first year and adds the gateway courses listed above. The changes include having THEA 1000: Theatre Laboratory serve as the gateway course, making THEA 2900: Sophomore Assessment a course taken after 45 credit hours of course work to assess the candidate's progress, and adding another 0-credit course, THEA 3900: Junior Assessment, to do the same work as THEA 2900 in the third year or after 75 credit hours have been completed.

e) [Theatre, B.A.](#)

Request: Revise

THEA 1000 is being removed from the BA in Theatre curriculum for two reasons. The material previously covered in this course is now being covered in other courses taken by Theatre majors, and THEA 1000 is being repurposed as the new Gateway course for the BFA in Theatre and will only be required for students attempting to enter the BFA.

3) Department of Natural Sciences

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

Request: Revise

This proposal changes the lab hours from 3 to 2 hours. The labs have been improved in the last year to be taught effectively in a two-hour time span. The new approach was tested in summer 2022 and found to be successful. This change affects contact hours, not credit hours.

b) [PHYS - 2211L - Principles of Physics I Laboratory](#)

Request: Revise

This proposal changes the lab hours from 3 to 2 hours. The labs have been improved to be taught effectively in a two-hour time span. The longer labs negatively impact student performance and experience. This change affects contact hours, not credit hours.

c) [PHYS - 3013 - Basic Electronics](#)

Request: Revise

This proposal changes the lab hours from 4 to 2. Updated technology allows for lab goals to be accomplished in less time. The course can cover more in the two hours now than in four hours in the past. This change affects contact hours, not credit hours.

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

a) [ECED - 3250 - Teaching Elementary Mathematics 1](#)

Request: Add

This course is currently a special topics course (ECED 4285, K-2). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

b) [ECED - 3260 - Teaching Elementary Mathematics 2](#)

Request: Add

This course is currently a special topics course (ECED 4285, 3-5). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

C) Richards College of Business

1) Department of Management and Management Information Systems

a) [MGNT - 3400 - Introduction to Project Management](#)

Request: Add

This course will be part of a new concentration in Project Management. Project Management has become critical to the implementation of tasks across diverse industries. This course introduces the tools and techniques to manage projects.

b) [MGNT - 3405 - Event Planning and Management](#)

Request: Add

This course will be part of the new Project Management concentration. It covers event objectives, timeline, budget, technical aspects, logistical aspects, and risk management.

c) [Management, B.B.A.](#)

Request: Revise

This revision adds a concentration in Project Management to the program. The Project Management Concentration requires 12 hours including MGNT 3400 Intro to Project Mgt, MGNT 3405 Event Planning, MGNT 4616 Project Mgt Applications, and one additional course chosen from electives in the Management Department.

D) University College

1) Department of Civic Engagement and Public Service

a) [Political Science, B.S.](#)

Request: Revise

This revision removes the subfield requirements to allow students to tailor the major to their own interests. We are also increasing credit hours required to be more in line with other majors on campus and ensure that majors will still get a solid foundation in the fundamentals of political science.

b) [POLS - 3000 - College to Career](#)

Request: Add

This course equips students with skills for progression in their public service major as well as a career in public service. The course covers both technical and soft skills and uses practical applications to help them map these skills to various career paths and educational experiences. Cross-listed as CRIM 3000.

c) [CRIM - 3000 - College to Career](#)

Request: Add

This course equips students with skills for progression in their public service major as well as a career in public service. The course covers both technical and soft skills and uses practical applications to help them map these skills to various career paths and educational experiences. Cross-listed as POLS 3000.

d) [CRIM - 4286 - Internship](#)

Request: Revise

Increasing the number of credit hours a student may earn for their internship, along with allowing them to repeat the course, allows them to get more professional experience, and possibly experience within more than one field. This also supports our ALETE program as students will be able to get course credit for the law enforcement training they receive. Hours 3.0 – 15.0. Can be repeated to a maximum of 15 hours.

e) [Criminology & Criminal Justice, B.S.](#)

Request: Revise

The revision submitted for approval is only part 1 of the entry in Curriculog. Criminology is adding courses that were previously only "supporting courses" to the different area requirements for the degree. This will give students greater flexibility in the courses they can take to complete their degree in the most efficient manner possible. If a student takes additional courses in one area, they

will count as supporting courses. [Part 2 of the Curriculog entry involving the major name will be submitted separately later.]

2) Center for Interdisciplinary Studies

a) [Public Management and Society](#)

Request: Add

This proposal creates a new interdisciplinary pathway that has been specifically developed for the Prison Education Program. UWG is the first USG institution to offer a 4-year degree in a prison and one of only a few in the nation (beginning core instruction in Fall 2023 in Hays State Prison). The departments represented on the pathway committee are Sociology, Criminology, Political Science.

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

A) UPC approved additional courses to receive the service learning HIP designation. The list of these courses is included in the appendix.

B) UPC approved additional courses to receive the work-based learning HIP designation. The list of these courses is included in the appendix.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

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

A) College of Arts, Culture, and Scientific Inquiry (CACSI)

1) Department of Anthropology, Psychology, and Sociology

a) [Sociology 6603 - Gender](#)

Request: New Course

Rationale: Gender is a key dimension of inequality and thus an important course offering for the Sociology MA. This course has previously been offered as a special topics course and we are requesting to add it to the catalog. Existing sociology faculty teach this course, so it will require no new resources. We also plan to use this course in a number of interdisciplinary collaborations between Sociology and other programs.

b) [Psychology, Ph.D.](#)

Request: Revise Program

Rationale: GRE scores are used to predict graduate school performance. An earned Masters with GPA of 3.5 provides demonstration of performance in graduate school.

Information Items:

A) GPC Subcommittee Recommendation on Graduate Mentorship

- 1) GPC Subcommittee met on November 15 to discuss Graduate Mentorships. The recommendation from the subcommittee was for the creation of student organization to graduate students of color to help build mentorship relationships. Dean Varga will reach out to all graduate students, any are welcome to participate even if they do not identify as racial minorities.

B) Graduate Assistantships Review

- 1) There are 57 proposals, currently, for graduate assistantships. Initially, proposals evaluated/approved by Dept. Chairs and Deans. Next option for review: GPC. Discussion about logistics, role of GPC, criteria for determining qualifications, and how GPC would engage in reviews.

Decision: GPC will participate in the assistantship application review

C) Work-Based and Service Learning

- 1) Several Graduate Level courses were submitted for designation at Work-based Learning (WBL) or Service Learning (SL) courses. USG has approved the designation can apply to graduate level courses. A list of WBL and SL courses were presented for review.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Addendum IV)

- A) Amendment to section 104.0209 of the Faculty Handbook.

Rationale: This change is necessary to be compliant with the Board of Regent's Policy regarding Post Tenure Review. Note: PRP refers to Performance Remediation Plan.

7. Old Business

- A) Chair-Elect nomination.

8. New Business

- A) Intellectual Property (breakout sessions) (Addendum V)

9. Announcements

A) Senate reception at 3pm (immediately following the meeting) in the foyer area outside the meeting room.

10. Adjourn

Addendum I

ANTH - 1105L - Introduction to Biological Anthropology Lab

2024-2025 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*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

Department of Anthropology, Psychology, and Sociology

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

ANTH

Course Number*

1105L

Course Title* Introduction to Biological Anthropology Lab

Long Course Title Introduction to Biological Anthropology Lab

Course Type*

Anthropology

Catalog Course Description* This course is the optional laboratory component of Anth 1105. It is for Science Majors or students who desire hands-on experience that will enhance and reinforce the content covered in Anth 1105. There is neither a pre-requisite nor a co-requisite for this Lab, however Science Majors aiming for Area D2 completion would need to take both. Lab activities cover systems of inheritance and evolution, primatology, human origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

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* 1

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.* n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* Anth 1105 is an established 3-credit hour course in Core Area D here at the University of West Georgia and a popular option for non-science majors interested in a course focussed on humans. This proposal is to add a 1-credit hour laboratory component to the course. This will open this course option to science majors, satisfying Area D2 here at UWG.


The inclusion of this lab component in Area D will not affect graduation requirements or the program map for Anthropology majors. Moreover, for students interested in the subject it can serve as an excellent 1 credit class option as needed.

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

Learning Outcomes:

- Understand common methods and principles in Biological Anthropology
- Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.
- Students will learn and apply lab protocol and record-keeping skills

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* 50 SCH

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

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

Fee Justification n/a

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

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



Introduction to Physical Anthropology Lab

Anth 1105L

Fall 2023 Section 01 Credits 08/09/2023 to 12/08/2023 Modified 09/12/2023

Description

This course is the laboratory component of Anth 1105. It is designed to provide hands-on experiences that will enhance and reinforce the content covered in Anth 1105. Corequisite: Anth 1105. Lab components cover systems of inheritance and evolution, primatology, human origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Isabel Sora Maggiano PhD

Email: imaggian@westga.edu

Office: Miller Room 1219

Phone: 678-839-6450

Website: https://www.westga.edu/profile.php?emp_id=91208 (https://www.westga.edu/profile.php?emp_id=91208)

Meeting Times

Thursday, 9:00 AM to 10:45 AM, BAFAL Lab (Biological and Forensic Anthropology Laboratory)

BAFAL is located in the basement of the Old Auditorium. Take the side entrance.

Materials

Each student will need a 1-inch ring binder and paper to collect lab activities and protocols.

Outcomes

Learning Outcomes

Students will develop a basic understanding of the application of common methods and principles in Physical Anthropology

Students will learn and apply lab protocol and record-keeping skills

Students will learn and apply laboratory etiquette and ethical standards

✓ Evaluation

Assignment	Points each	Total	Percentage
8 BAFAL Labs	20	160	52.5%
In-Class Presentation	80	80	27%
Attendance and Participation	60	60	20%
		300	100%

☰ Assignments

BAFAL Labs:

This course is mostly hands-on and I will check your lab notes at the end of each session to grade your work. Each lab is worth 20 points.

Student in-class Presentations:

There are so many different primates, fossil and living, that we can't address them all in this course. To take a closer look at some of them, and to practice your research and oral presentation skills, each of you will create one oral presentations with visuals (Power Point Slides) about a species of your choice. Sign up will be on a first-come first-go base and no duplicates will be allowed. As a class, the aim is to cover an equal number of living non-human primates and fossil human ancestors.

Remember that for oral presentations not only the content you share, but also your presentation style will be important. Be engaging, look at your audience, don't speak too fast, make your slides look good, etc. All these criteria will also be graded. Your visuals should not be more than 15 slides long, your in-class presentation should not exceed 8-10 minutes. Be sure to practice your presentation several times!

The following information should be included in your species report. Note that some of these apply to living species or fossil human ancestors, only:

Part 1: Species Overview (8-10 slides):

- Title page with species' common (if applicable) and scientific name, photograph of the species, YOUR name and class information
- Physical description/Morphology (height, coat, skin, teeth, brain size, locomotion, etc.)
- Geographic location/place of discovery/fossil age
- Ecology (habitat characteristics, homerange, dayrange, population density)
- Tooth morphology and diet (percentage of fruit, leaves, insects, amount eaten per day or year)
- Feeding behavior (diurnal or nocturnal)
- Social organization (group size, composition, mating system, male/female transfer, male/female dominance hierarchies, kinship, territoriality, foraging practices and parties, aggression, parental care)
- Cognitive capabilities and skills, tool use?, culture?, fire?, burials?, art?
- Taxonomic, phylogenetic information

Part 2: New Perspectives (2-3 slides): Find one recent peer-reviewed article about your species and present the following:

- Title of research, authors, journal name, year of publication
- Summary of research hypothesis, sample, and methods
- Conclusions and most important take-away, why is this research important?

Schedule

Week	Date	Topic	Lab Activity	Notes
0	8/10	Introduction		
1	8/17	What is Anthropology? What are Primates?		
2	8/24	Knowing versus Believing; How Science Works, Identifying Academic Publications	Lab 1	
3	8/31	Genes, Inheritance	Lab 2	

4	9/7	Natural Selection and Evolution	Lab 3	
5	9/14	Modern Human Variation	Lab 3	
6	9/21	Modern Human Variation	Lab 4	1st Submission Living Primate Presentation: submit your Final Point Slides by 9/21 @ midnight
7	9/28	Living Primates Student Presentations		Student In-Class Presentation: Primates
8	10/5	Fall Break - *No Class*		
9	10/12	Living Primates - Anatomy	Lab 5	
10	10/19	Living Primates – Behavior	Lab 6	
11	10/26	Living Primates - Endangerment and Conservation	Lab 7	1st Submission Fossil Human Ancestors - submit your Power Point Slides by 10/26 midnight
12	11/2	Fossil Human Ancestors Student Presentations		Student In-Class Presentation: Human Ancestors
13	11/9	Fossil Human Ancestors - Morphology	Lab 8	
14	11/16	Basic Skeletal Identification	Lab 9	
15	11/23	Thanksgiving Break - *No Class*		

16	11/30	What's Next?		
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* Course Policies and Resources

Late work policy:

Deadline cannot be extended for homework assignments and online discussions – all weekly assignments close Sunday nights at midnight and no late submissions will be allowed. Exceptions will be made for exams at the instructor's discretion only with notice BEFORE the deadline and with proper written documentation of a medical issue or a similarly important circumstance.

Extra Credit:

No individual extra credit will be given at any time. Please don't ask for it. I would never give only one student an advantage. If I decide to give extra credit, it will be offered to the whole class.

Communication Rules

If you need to contact me via email, please contact me via the WestGa email account (imaggian@westga.edu). I will check my University email account more frequently than courseden, so use the first for more urgent concerns. Always use your WestGA email account to write to me, I will not open emails from private accounts. ALWAYS add the course you are taking with me (Example: Faces of Culture E01). Please remember that e-mails are not chats you send on your phone. Always add a subject line, a greeting, the content, and a closing/sign-off.

I will generally reply back within 24 hours Monday to Friday. I will not check my e-mail on weekends. For any weekend deadline, be sure to check the assignment earlier in the week for accessibility of instructions. Any questions need to be sent to me before Friday 4PM so give enough time for me to respond during office hours. Any inquiry later than that may not receive a response until Monday morning, in which case you might miss an important deadline. If you do miss a weekend deadline, be sure to send me an email immediately, no matter what day/time it is. If I see on Monday morning that you contacted me before the deadline, I will be able to help you. If your notice was sent to me after the deadline, it will be considered late.

Artificial Intelligence (AI) and Student Collaboration Policy:

In this class, you may ONLY collaborate with AI or other students as explicitly allowed by the professor. If you have a question about whether collaboration could be considered "Undue Collaboration" and thereby a violation of academic misconduct policies at this institution, it is your responsibility to discuss this with your professor before such collaboration occurs. Please see the University guidelines on [Academic Integrity and Misconduct \(https://www.westga.edu/academics/coss/sociology/academic-integrity.php\)](https://www.westga.edu/academics/coss/sociology/academic-integrity.php). In this class, specifically regarding Artificial Intelligence: 1) **No direct language may be copied and pasted from AI output.** 2) **No references found/cited by AI may be cited by the student without reading/understanding said reference.** 3) **Any student may, at any time, be required to discuss their work in person with their professor as an assessment of their level of understanding and sources of information.** If any student is found in violation of this policy they may be issued a zero in the class without warning. Refusal to discuss your work in this fashion is grounds for receiving a zero on the assignment or a zero in

the class, at the instructor's discretion. Contrary to popular belief, AI work can be detected, and is often wrong enough to earn you very low scores in the first place.

Plagiarism:

Be sure all work is in your own words and from the scope of the course (you may not turn in other papers or assignments done for other courses). Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. will be considered plagiarism unless sources are properly cited. For more information follow this link regarding plagiarism from the College of Arts and Humanities. Some excellent examples of how you can avoid plagiarism and tutorials are located here: [Plagiarism \(https://www.plagiarism.org/article/what-is-plagiarism\)](https://www.plagiarism.org/article/what-is-plagiarism).

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit <https://www.westga.edu/academics/university-college/student-success/index.php> (<https://www.westga.edu/academics/university-college/student-success/index.php>).

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 \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](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 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.

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).

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>).

Additional Items

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from:

https://www.usg.edu/strategic_academic_initiatives/assets/strategic_academic_initiatives/committee_documents/InstitutionalCourseProposalForm.docx This form was last updated on 1/26/21.

Core Curriculum Course Proposal Form – Areas A – E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E:

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore . . .)?
- Do the course prefix, numbering, title, and description conform with the USG list of Common Course Prefixes, Numbers, Titles, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10
(https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Rules for inclusion in Areas A-E:

- See the Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F
(https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See the Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F
(https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See the prerequisite rules in the Academic and Student Affairs Handbook, Section 2.4.7
(https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

Note: The Board of Regents approved the principles for redesign of General Education in September 2019 (https://www.usg.edu/redesigned_general_education/general_educational_design_principles). Due to the impact of COVID-19, these processes are currently on hold (https://www.usg.edu/redesigned_general_education). The Council on General Education continues to consider proposals/changes under the existing policies (https://www.usg.edu/policymanual/section3/C338/#p3.3.1_core_curriculum) pending further action by the Board of Regents. Approval for the current core does not guarantee approval under the Redesigned General Education Curriculum. Institutions should take this information into account when proposing new courses or curriculum modifications.

There are 4 parts to this form:

- [Part 1](#) is to be filled out by the **Institution** proposing the course.
- [Part 2](#) is to be filled out by the Regents' Academic Advisory Committee (**RAC**) reviewing the course.
- [Part 3](#) is to be filled out by the Regents' Advisory Committee on Academic Affairs (**RACAA**), if needed.
- [Part 4](#) is to be filled out by the **Council on General Education**.

Part 1. To be filled out by the institution proposing the course.

Note: This form and all ancillary information should be filled out in Word and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber for example **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at https://www.usg.edu/strategic_academic_initiatives/committees/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:**

2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area. Mark this box if you are making a change in a course that is already approved for Areas A-E at your institution. Provide information in the boxes below on the current course, the new course, and the rationale for the change.
	Course change information
	From:
	To:
	Rationale:
<input checked="" type="checkbox"/>	Placement of a course into Areas A-E of the Core Curriculum.

3. **Course Subject** (e.g., philosophy):

4. **Course Prefix and Number** (e.g., PSYC 1101):

5. **Course Title** as it appears (or will appear) in the catalog:

6. **Lecture Hours – Laboratory Hours* – Credit Hours** (e.g., 3-0-3):

<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>
-------------------------------	--------------------------------	--------------------------------

* In determining credit hours, 2 – 3 laboratory hours are usually equivalent to one credit hour. So a course with a 2 hour lab would be 3-2-4; a course with a 3 hour lab would be 3-3-4.

7. **Provide a catalog description of the course** in the box below:

This course is the optional laboratory component of Anth 1105. It is for Science Majors or students who desire hands-on experience that will enhance and reinforce the content covered in Anth 1105. There is neither a pre-requisite nor a co-requisite for this Lab, however Science Majors aiming for Area D2 completion would need to take both. Lab activities cover systems of inheritance and evolution, primatology, human origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

8. Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement. Check only one.

<input checked="" type="checkbox"/>	None
<input type="checkbox"/>	Corequisite: Learning Support English unless exempted.
<input type="checkbox"/>	Exit or exemption from Learning Support English.
<input type="checkbox"/>	Corequisite: Learning Support Mathematics unless exempted.
<input type="checkbox"/>	Exit or exemption from Learning Support Mathematics.
<input type="checkbox"/>	Exit or exemption from both Learning Support English and Learning Support Mathematics.
<input type="checkbox"/>	Other (explain):

Collegiate Courses that will be Prerequisites and/or Corequisites for this course (enter "none" if not applicable):

none

9. Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section [2.4.7](#) states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

n/a

Please review section [2.4.7](#) of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

n/a

10. Common Course Prefixes, Numbers, Titles, and Descriptions

Does this course use a common course prefix and number as listed in the **Academic and Student Affairs Handbook, Section 2.4.10**? (Please review the list of common course prefixes, numbers, and descriptions at https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions).

x	Yes
	No

If you responded “no,” is a common course prefix and number available for this course?

x	Yes
	No

If you responded “no” that you are **not using a common course prefix and number** and “yes” that **a common course prefix and number are available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

There is a common course prefix for Intro to Biological Anthropology (ANTH 1105). This course is a lab component for ANTH 1105.

11. Course approval by institution

List each step of the approval process at your institution and provide the **dates** on which your proposal was approved by each body or at each level. **By submitting this proposal you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, who should be listed on one of the lines below.**

Date	Level or approving body

12. Core Area(s) for Proposed Course

What Core Area(s) (A-E) is this course being proposed for?

D

If Area D (only) specify appropriate groups of majors	
x	math/science majors
x	health professions majors
x	non-math/science/health professions majors

What is your institution's approved Learning Outcome for the area(s) of the proposed course?

Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.

Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

How will this course satisfy the Learning Outcome for this area?

In this lab component, students will gain hands-on laboratory experience in physical anthropology covering inheritance and evolution, primatology, human origins, variation and adaptation, forensic anthropology, and interactions between biology and culture. The course will provide practical hands-on experience complementing the theoretical concepts covered in Anth 1105 Introduction to Physical Anthropology. The lab will be taught in the Biological and Forensic Anthropology Laboratory where students will be using microscopic techniques, comparative anatomy, osteometric and other anatomical approaches. An online lab component will also be developed.

How will your institution assess whether students taking this course meet the approved Learning Outcome?

Students will be assessed through participation and completion of lab notebook entries. There will also be exams and quizzes to check their continued progress.

This lab component will engage in the Core Curriculum assessment procedures using written assessment techniques for which students laboratory notes will be employed.

How will this course fit into the General Education Core Curriculum at your institution?

The course lab component aligns perfectly with Core Area D's Learning Outcomes. Adding a lab component will make it available as a course option not only for non-science majors, but also for science majors and will provide an opportunity for a basic science course focussed on humans. This will be particularly interesting for students in nursing, biology, and chemistry.

13. Previous Versions of this Proposal

Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

n/a

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

n/a

How have you changed this proposal since the last time you submitted a proposal for this course?

n/a

14. Appropriate Academic Committee to Review this Proposal

Please recommend the most appropriate Regents' Academic Advisory Committee (RAC) to review this proposal.

<input checked="" type="checkbox"/>	Anthropology	<input type="checkbox"/>	Foreign Languages
<input type="checkbox"/>	Arts and Sciences Deans	<input type="checkbox"/>	Geological Sciences and Geography
<input type="checkbox"/>	Biological Sciences	<input type="checkbox"/>	Georgia Film Academy Film Production
<input type="checkbox"/>	Business Administration, Management, & Economics	<input type="checkbox"/>	History
<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Humanities
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Kinesiology
<input type="checkbox"/>	Computing Disciplines	<input type="checkbox"/>	Mathematical Subjects
<input type="checkbox"/>	Criminal Justice	<input type="checkbox"/>	Nursing

Data Science
Educator Preparation
English
Environmental Science
Family and Consumer Services
Fine and Applied Arts

Philosophy & Religion
Physics & Astronomy
Political Science
Psychology
Social Work
Sociology

15. Please provide the following contact information for the person submitting the proposal. This should be either the Provost/VPAA or someone designated by the Provost/VPAA:

Name of Person Submitting Proposal:	Corey Maggiano
Email Address:	cmaggian@westga.edu
Phone Number:	
Mailing Address:	1601 Maple Street, Carrollton, GA, 30118

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor. Please do **not** attach a complete syllabus.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- **Understand common methods and principles in Physical (Biological) Anthropology**
- **Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.**
- **Students will learn and apply lab protocol and record-keeping skills**

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

In this course, students will deepen their understanding of topics taught in Anth 1105 Introduction to Physical Anthropology in a laboratory setting. Students will apply basic methods and principles hands-on and participate in classroom activities designed to strengthen their understanding of course components such as:

- DNA, Genes, and Inheritance
- Natural Selection and Evolution
- Modern Human Variation
- Primate Anatomy
- Living Primate Behavior
- Early Human Ancestor Morphology
- Basic Human Skeletal Identification in Bioarchaeology and Forensic Anthropology

Assessment Strategies

How will your institution assess whether students taking this course meet the approved Learning Outcome?

X Direct Assessment (Student Artifacts Assessed by Rubric, Collegiate Learning Assessment, etc. Please explain how you plan to use direct methods to assess achievement of your approved Learning Outcome.)

Indirect Assessment (Surveys, Exit Interviews, Focus Groups, etc. Please explain how you plan to use indirect assessment methods to assess achievement of your approved Learning Outcome.)

Other (Please explain how you plan to use other methods to assess achievement of your approved Learning Outcome.)

Student Learning will be assessed through a written assessment tool (student's laboratory notebooks)

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

This course will be primarily taught through hand-on laboratory activities. It will be taught face-to-face and online.

Potential Textbooks

Provide examples of possible textbooks for the course.

Beth, Nelson, Aguilera, et al. (2023) Explorations: An open invitation to Biological Anthropology. AAA. 2nd Edition

Soluri, Agarwal (2019) Laboratory Manual and Workbook for Biological Anthropology. Norton. 2nd Edition

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee (RAC)

This part of the form should be completed by the Regents' Academic Advisory Committee Chair after the course has been reviewed by the appropriate Regents' Academic Advisory Committee (RAC).

Upon completion of the form, please resave the form and send as an attachment to:
Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Prefix, Number, & Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee (RAC) was completed:

2. Did the RAC **approve** this proposal?

	Yes
	No

3. Please enter the RAC review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook, sections [2.4.4](#) and [2.4.5](#). (See [beginning](#) of this form (before Part 1) for summary of criteria and links.)

Insert RAC review here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

	Area A (English, Mathematics)
	Area B (Institutional Options)
	Area C (Humanities, Fine Arts, Ethics)
	Area D (Natural Sciences, Mathematics, Technology)
	If Area D, specify appropriate major(s):
	math/science majors
	health professions majors
	non-math/science/health professions majors
	Area E (Social Sciences)

Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section [2.4.7](#) states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications for exceptions to the prerequisite rule will be considered first by the relevant **Regents Academic Advisory Committees** (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education. The Council on General Education will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

	Yes
	No

If yes, did the advisory committee **approve** exceptions to the prerequisite rules?

	Yes
	No

Please enter the RAC comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A – E and the courses that may be required.

Insert text here. Box will expand as needed.
--

Please provide contact information for the Chair of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email Address:	

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (RACAA), if needed.

Course Prefix, Number, & Title:
Institution:

The Academic and Student Affairs Handbook, section [2.4.7](#), **Prerequisites and Exceptions** states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E.
- No course in one Area (A-E) may be a prerequisite for any course in any other areas (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications for exceptions to the prerequisite rule will be considered first by the relevant Regents Academic Advisory Committees (the Advisory Committee for the degree program and the Advisory Committee for the course), then by the **Administrative Committee on Academic Affairs (RACAA)**, and then by the Council on General Education. The Council on General Education will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

--

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. If yes, did RACAA **approve** the exception to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please enter the RAC comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A – E and the courses that may be required.

Insert text here. Box will expand as needed.
--

5. Please provide contact information for the **RACAA Chair**.

Chair name:	
--------------------	--

Chair institution:	
Chair daytime phone number:	
Chair email Address:	

Part 4. To be filled out by the System Liaison for the Council on General Education.

Course Prefix, Number, & Title:

Institution:

1. Date the review by the Council on General Education was conducted:

--

2. What action did the Council on General Education take with respect to this proposal?

	Approved
	Denied
	Withdrawn
	Tabled

3. Please enter any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form for summary of criteria and links.)

Insert text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

	Area A (English, Mathematics)
	Area B (Institutional Options)
	Area C (Humanities, Fine Arts, Ethics)
	Area D (Natural Sciences, Mathematics, Technology)
	If Area D, specify appropriate major(s):
	math/science majors
	health professions majors
	non-math/science/health professions majors
	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown
----------------------	------------------

Liaison daytime phone number:	404-962-3107
Liaison email Address:	Barbara.Brown@usg.edu

1. Proposal to change name of ANTH 1105 Introduction to Physical Anthropology to ANTH 1105 Introduction to Biological Anthropology

This name change is due to a nationwide disciplinary name change from Physical Anthropology to Biological Anthropology. Following this, the title of ANTH 1105 was adjusted in the General Education USG Core Curriculum List to ANTH 1105 Intro to Biological Anthropology. This proposal is to formally align the course name here at UWG with the USG title (from ANTH 1105 Intro to Physical Anthropology to ANTH 1105 Intro to Biological Anthropology).

2. Proposal to add a laboratory component to Anth 1105: ANTH 1105L Introduction to Biological Anthropology Lab

Anth 1105 is an established 3-credit hour course in Core Area D here at the University of West Georgia and a popular option for non-science majors interested in a course focussed on humans. This proposal is to add a 1-credit hour laboratory component to the course. This will open this course option to science majors, satisfying Area D2 here at UWG.

The inclusion of this lab component in Area D will not affect graduation requirements or the program map for Anthropology majors. Moreover, for students interested in the subject it can serve as an excellent 1 credit class option as needed.

UWG Anth 1105L Introduction to Biological Anthropology Lab Course Description and Learning Outcomes (new proposal):

This course is the optional laboratory component of Anth 1105. It is for Science Majors or students who desire hands-on experience that will enhance and reinforce the content covered in Anth 1105. There is neither a pre-requisite nor a co-requisite for this Lab, however Science Majors aiming for Area D2 completion would need to take both. Lab activities cover systems of inheritance and evolution, primatology, human origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

Learning Outcomes:

- **Understand common methods and principles in Biological Anthropology**
- **Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.**
- **Students will learn and apply lab protocol and record-keeping skills**

Embedded Certificate in Forensic Science

2024-2025 Undergraduate 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

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*

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

If other, please identify. Certificate

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* Embedded Certificate in Forensic Science

Program ID - DO NOT EDIT* 4328

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Certificate

Program Description* Forensic Science is a growing field and offers an excellent point of entry for students interested in combining natural and social scientific method and theory. The goal of this certificate is to use lecture, lab, and field work to prepare students for careers in Anthropology, Biology, Chemistry, or Criminology, with a focus on forensic applications. Interdisciplinary and practical training in forensics offers high-quality employment opportunities in the private sector and in federal, state, and local agencies including law enforcement, The Joint POW/MIA Accounting Command, the Bureau of Alcohol, Tobacco, Firearms and Explosives, and state and federal bureaus of investigation.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

A.) Eligibility:

A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has completed the appropriate courses. Requirements: minimum of 5 courses and 2 labs (17 hrs.)

B.) Requirements:

1: Any two basic science courses from the list below AND their associated Labs:

BIOL 1010 Fundamentals of Biology
BIOL 1010L Fundamentals of Biology Laboratory
BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
CHEM 1100 Introductory Chemistry
CHEM 1100L Introductory Chemistry Laboratory
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
CHEM 1151 Survey of Chemistry I
CHEM 1151L Survey of Chemistry I Lab
CHEM 1152 Survey of Chemistry II
CHEM 1152L Survey of Chemistry II Lab

2: At least one forensic course from the list below:

ANTH 4125 Forensic Anthropology
CHEM 3130 Modern Forensic Science
[Right] (does not count towards a degree in Chemistry)

3: Any two other courses with themes in forensic science from the list below (at least one must be from either ANTH or CRIM):

ANTH 3110 Human Osteology
ANTH 3250 Pig Dig Crime Scene: Methods in Forensic Archaeology and Biological Anthropology
ANTH 4102 Archaeological Field Research
ANTH 4122 Skeletal Indicators of Health and Behavior
ANTH 4125 Forensic Anthropology
[Before]
BIOL 2251 Anatomy and Physiology I
BIOL 2251L Anatomy and Physiology I Laboratory
[After] (or)
BIOL 2252 Anatomy and Physiology II
BIOL 2252L Anatomy and Physiology II Laboratory
[Before]
BIOL 4241 Entomology
[Before]
CHEM 3130 Modern Forensic Science
CHEM 3140 Drugs and Drug Abuse
[Right] (does not count towards a degree in Chemistry)
[Before]
CRIM 3242 Drug Abuse
CRIM 3411 Criminal Investigations
[Before]
ANTH 3200 Directed Research
[Right] * (or)
ANTH 4983 Directed Research

[Right] *

[Before]

BIOL 4981 Independent Study

[Right] * (or)

BIOL 4983 Advanced Undergraduate Biology Research

[Right] *

[Before]

CRIM 4981 Directed Readings

[Right] *

[Before]

[After] * min 3 credit, Forensic experience/topic

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This proposal includes two changes, in addition to clarifying the wording on requirements and reordering course options alphabetically and by course number:

Removal of two Basic Science Courses that no longer exist and replacement with equivalent courses:

REMOVE, COURSES NO LONGER EXIST:

CHEM 1151K - Survey of Chemistry I 4 Credit Hours

CHEM 1152K - Survey of Chemistry II 4 Credit Hours

REPLACE WITH:

CHEM 1151 Survey of Chemistry I (3 Credit Hours) and CHEM 1151L Survey of Chemistry I Lab (1 Credit Hour)

CHEM 1152 Survey of Chemistry II (3 Credit Hours) and CHEM 1152L Survey of Chemistry II Lab (1 Credit Hour)

Adding ANTH 4122 Skeletal Indicators of Health and Behavior as a new course option in the list of courses with themes in forensic science:

Justification: The focus of this course has recently been shifted from Bioarchaeology to including analysis of skeletal indicators in both the forensic and bioarchaeological discipline. This aligns it more directly with the outcome of the Certificate in Forensic Science.

Course Description: Skeletal Indicators of Health and Behavior play an important role in both Forensics and Bioarchaeology. In this course, students will build a solid knowledge of methods used in the two disciplines for the reconstruction of health and behavior in discovered skeletal remains, including trauma and injury, disease, diet, physical activity, and mobility across the landscape. Opportunity will be provided for hands-on application of methods in the BAFAL lab. Contextual forensic and bioarchaeological case reports and interpretations will be critically evaluated in student presentations and in-class discussions. Students will gain an understanding of the prospects and limitations of skeletal analyses in understanding human's past and present, including important ethical considerations in the handling of human remains.

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](#) 41


Send questions to kqwaltney@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 documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

University of West Georgia Undergraduate Catalog 2022-2023

Embedded Certificate in Forensic Science

Requirements

A.) Eligibility:

A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has completed the appropriate courses.

B.) Requirements - minimum of 5 courses (17 hrs.):

Any two basic science courses from the list below:

- [BIOL 1010 - Fundamentals of Biology](#) 3 Credit Hours
- [BIOL 1010L - Fundamentals of Biology Laboratory](#) 1 Credit Hours [B](#)
- [BIOL 1107 - Principles of Biology I](#) 3 Credit Hours
- [BIOL 1107L - Principles of Biology I Laboratory](#) 1 Credit Hours
- [BIOL 1108 - Principles of Biology II](#) 3 Credit Hours
- [BIOL 1108L - Principles of Biology II Laboratory](#) 1 Credit Hours [C](#)
- [HEM 1100 - Introductory Chemistry](#) 3 Credit Hours
- [CHEM 1100L - Introductory Chemistry Laboratory](#) 1 Credit Hours
- REMOVE, COURSES NO LONGER EXIST: [CHEM 1151K - Survey of Chemistry I](#) 4 Credit Hours
- [CHEM 1152K - Survey of Chemistry II](#) 4 Credit Hours
- REPLACE WITH: [CHEM 1151 Survey of Chemistry I](#) (3 Credit Hours) and [CHEM 1151L Survey of Chemistry I Lab](#) (1 Credit Hour)
- [CHEM 1152 Survey of Chemistry II](#) (3 Credit Hours) and [CHEM 1152L Survey of Chemistry II Lab](#) (1 Credit Hour)
- [CHEM 1211 - Principles of Chemistry I](#) 3 Credit Hours
- [CHEM 1211L - Principles of Chemistry I Lab](#) 1 Credit Hours [CHEM 1212 - Principles of Chemistry II](#) 3 Credit Hours [CHEM 1212L - Principles of Chemistry II Lab](#) 1 Credit Hours

2: At least one forensic course from the list below:

- [ANTH 4125 - Forensic Anthropology](#) 3 Credit Hours
- [CHEM 3130 - Modern Forensic Science](#) 3 Credit Hours (does not count towards a degree in Chemistry)

3: Any two other courses with themes in forensic science from the list immediately above or below, B2 or B3: (one must be from COSS [ANTH or CRIM]):

- [ANTH 3110 - Human Osteology](#) 3 Credit Hours
- ADD HERE: [ANTH 4122 Skeletal Indicators of Health and Behavior](#) (3 Credit Hours)
- [BIOL 4241 - Entomology](#) 4 Credit Hours
- [BIOL 2021 - Human Anatomy and Physiology I](#) 3 Credit Hours
- [BIOL 2021L - Human Anatomy and Physiology I Laboratory](#) 1 Credit Hours (or)
- [BIOL 2022 - Human Anatomy and Physiology II](#) 3 Credit Hours
- [BIOL 2022L - Human Anatomy and Physiology II Laboratory](#) 1 Credit Hours

- [CHEM 3140 - Drugs and Drug Abuse](#) 3 Credit Hours (does not count towards a degree in Chemistry)
- [CRIM 3411 - Criminal Investigations](#) 3 Credit Hours
- [CRIM 3242 - Drug Abuse](#) 3 Credit Hours

- [ANTH 3250 - Field Methods in Physical Anthropology](#) 4 Credit Hours **(or)**
- [ANTH 4102 - Archaeological Field Research](#) 4 Credit Hours

- [ANTH 3200 - Directed Research](#) 2.0 - 6.0 Credit Hours **(or)**
- [ANTH 4983 - Directed Research](#) 1-4 Credit Hours **(or)**
- ANTH 4112 Senior Thesis 0/3/3- min 3 credit, Forensic topic*

- [BIOL 4981 - Independent Study](#) 1.0 - 4.0 Credit Hours **(or)**
- [BIOL 4983 - Advanced Undergraduate Biology Research](#) 1.0 - 4.0 Credit Hours min 3 credit, Forensic topic *

- [CRIM 4981 - Directed Readings](#) 1.0 - 3.0 Credit Hours min 3 credit, Forensic experience/topic *

Note:

* For these classes, the topic of contributing experience or research must be primarily forensic in topic or application as confirmed in writing by the respective instructor.

Curriculum Proposal course changes to the Certificate in Forensic Science

Spring 2023

This proposal includes two changes, in addition to clarifying the wording on requirements and reordering course options alphabetically and by course number:

1. Removal of two Basic Science Courses that no longer exist and replacement with equivalent courses:

REMOVE, COURSES NO LONGER EXIST:

- CHEM 1151K - Survey of Chemistry I 4 Credit Hours
- CHEM 1152K - Survey of Chemistry II 4 Credit Hours

REPLACE WITH:

- CHEM 1151 Survey of Chemistry I (3 Credit Hours) and CHEM 1151L Survey of Chemistry I Lab (1 Credit Hour)
- CHEM 1152 Survey of Chemistry II (3 Credit Hours) and CHEM 1152L Survey of Chemistry II Lab (1 Credit Hour)

2. Adding ANTH 4122 Skeletal Indicators of Health and Behavior as a new course option in the list of courses with themes in forensic science:

Justification: The focus of this course has recently been shifted from Bioarchaeology to including analysis of skeletal indicators in both the forensic and bioarchaeological discipline. This aligns it more directly with the outcome of the Certificate in Forensic Science.

Course Description: Skeletal Indicators of Health and Behavior play an important role in both Forensics and Bioarchaeology. In this course, students will build a solid knowledge of methods used in the two disciplines for the reconstruction of health and behavior in discovered skeletal remains, including trauma and injury, disease, diet, physical activity, and mobility across the landscape. Opportunity will be provided for hands-on application of methods in the BAFAL lab. Contextual forensic and bioarchaeological case reports and interpretations will be critically evaluated in student presentations and in-class discussions. Students will gain an understanding of the prospects and limitations of skeletal analyses in understanding human's past and present, including important ethical considerations in the handling of human remains.



Skeletal Ind of Hlth & Behavio

ANTH-4122

Spring 2022 Section 01 3 Credits 01/08/2022 to 05/10/2022 Modified 03/31/2022

Description

Skeletal Indicators of Health and Behavior play an important role in both Forensics and Bioarchaeology. In this course, students will build a solid knowledge of methods used in the two disciplines for the reconstruction of health and behavior in discovered skeletal remains, including trauma and injury, disease, diet, physical activity, and mobility across the landscape. Opportunity will be provided for hands-on application of methods in the BAFAL lab. Contextual forensic and bioarchaeological case reports and interpretations will be critically evaluated in student presentations and in-class discussions. Students will gain an understanding of the prospects and limitations of skeletal analyses in understanding human's past and present, including important ethical considerations in the handling of human remains.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Isabel S Maggiano, Office: Anthropology Rm. 5, Office Hours M/W 8AM-10:30AM ftf, T/Th 8AM-10:30AM online, Office: Anthropology Room 5, E-mail: imaggian@westga.edu

Meeting Times

Monday, Wednesday, 11:00 AM to 12:15 PM, Room 12, Anthropology Building

Materials

Bioarchaeology: An Introduction to the Archaeology and Anthropology of the Dead

Author: Mark Q Sutton

Publisher: Routledge

Edition: 1st

ISBN: 978-1138481060

Availability: UWG bookstore

All other required readings will be provided on CourseDen as PDFs. Readings may be altered and updated over the course of the semester, so check each week for new readings for the following week. **Please read all listed references BEFORE the corresponding class so you are prepared to discuss them.**

Outcomes

After taking this course, students should be able to:

- Identify important skeletal indicators of health and behavior used in forensics and bioarchaeology.
- Employ methods for the identification and interpretation of skeletal indicators.
- Critically evaluate skeletal analyses and interpretations from published case studies through written and oral means of communication.
- Prioritize ethical responsibilities in forensic and bioarchaeological research.

✓ Evaluation

Student Evaluation:

Assignment	Points Each (Total Points) / % of Total Grade
8 Reading Responses	8 x 10 = 80 / ~11%
4 Lab Activities	4 x 30 = 120 / ~16%
Research Article Presentation	50 / ~7%
2 Exams	2 x 100 = 200 / ~26%
Attendance and Participation	80 / ~11%
Final Paper Proposal	10 / ~1%
Revised Final Paper Proposal	30 / ~3%
Final Paper	120 / ~16%
Revised Final Paper	30 / ~3%
Final Paper Presentation	40 / ~5%
TOTAL	760

Grading Scale:

You can check your general progress by comparing your score (your points divided by the total so far) against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. For a general guide to how you are doing in the class refer to grades returned in class or see the instructor during office hours. *Do not request grades via email or phone; federal law will not permit the sharing of grade information through these media.* Your performance will only be addressed with you.

Expectations:

- Attend class regularly (and be on time)
- Actively participate in class and class discussions
- Read the assignments before the day for which they are assigned
- Take responsibility for making up material and obtaining information given in class in the case of absence

- Complete assignments in a timely manner. You will lose 10% of your deserved grade for each day late.
- **No usage of cell phones during class unless otherwise instructed. ABSOLUTELY no photos may be taken of lectures. TAKE NOTES with pen and paper. If you feel like you missed content, come and see me.**
- Bring up any questions either in class or during my office hours.

Assignments

READING RESPONSES: To ensure your preparedness for class, there will be a total of 8 homework reading assignments. Reading responses may vary in format and will be announced on CourseDen.

LAB ACTIVITIES: Details will be announced in class.

RESEARCH ARTICLE PRESENTATIONS: Throughout the semester, each student will prepare and present one research article (we will assign topics in the first semester weeks). Students may find their own peer-reviewed original research article. Research topic must be related to the course topic of the week they are assigned to. The publishing date of chosen original peer-reviewed research articles may not be older than 2 years old. In-class presentations need to be approx. 8-10 minutes long and include power points or other visuals and should lead into a brief guided class discussion. The purpose is to read and evaluate, and to deepen our understanding of current foci and key issues of skeletal analyses of health and mobility in forensics and bioarchaeology, to practice our critical thinking skills, to evaluate the quality of current research, and to discuss the possibilities and limitations of interpretation within specific contexts.

- 1.. Students share their presentation visuals by *Monday of the week of the presentation* so I can provide feedback, if needed.
2. In-class presentations will take place on Wednesdays, unless otherwise noted.

Structure your presentation according to the following guidelines:

1. Identify the author's name, article title, and the topic of the piece (1 slide)
2. State the central argument of the piece (1-2 slides)
3. Summarize any given background information (2-3 slides)
4. Review the author's hypothesis and share why it is important (1 slide)
5. Review materials and method(s) used (2-3 slides)
6. Present evidence/results the author shares and how they discuss them (>2 slides)
7. Summarize the author's conclusions (1-3 slides)
8. Include two questions for the class to promote a discussion about the research. Discussion questions could, e.g. critically evaluate the merits and shortcomings of the methods, findings, and interpretation presented in the paper, and its significance for important theoretical debates (1 slide).

Note: Any terms or concepts that are new to you will require background research on your part. If pertinent to an understanding of the paper, present this information to the class. You will be graded on the detail you use in describing and evaluating the methodology used in the paper and whether or not the conclusions are warranted, as well as: poise, clarity, creativity, organization and your ability to answer questions about the paper and topic.

EXAMS: There will be two exams, each based on material covered during previous class meetings and in your readings. Exams will include short answer and/or critical thinking questions. The first exam will cover material addressed during the first half of the course, and the second exam will cover material addressed during the second half, unless otherwise announced. However, although the second exam will not be explicitly cumulative, it will rely on foundational knowledge developed throughout the first half of the semester. Exams will draw heavily from lectures and readings, so to do well you must attend class and keep up with the reading assignments. Not everything you need to know for exams will be addressed in class. Lectures are meant to be guides only and do not replace your own notetaking and attentiveness in class and at-home reading. **NOTE:** Make-up exams require valid university-approved excuses and you must schedule your make up exam **BEFORE** the test date.

ATTENDENCE AND CLASS PARTICIPATION: You are expected to complete readings in advance and come prepared and to contribute to class discussions and activities. Please note how absences are defined: 1) not coming to class, 2) arriving late to class, 3) leaving class early, 4) sleeping or doing other non-class related activities during class. You are permitted two unexcused absences. After two, I will start detracting points from your grade. **NOTE:** If you miss class, it is **your responsibility** to get the notes from a classmate. No

notes or power-points will be provided for the course. All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work will not be accepted without documentation from an official source (doctor, police, school representative, etc.).

RESEARCH PROJECTS:

We will take time during class sessions to work towards feasible original research projects for each student. To get you to work towards quality final paper projects, your projects will require several submission steps:

1. RESEARCH PAPER TOPIC PROPOSAL: A working title and a 100 word description of your project.

2. REVISED RESEARCH PAPER TOPIC PROPOSAL: (You will receive only half credit for this, if I did NOT receive a Final Paper Research Topic Submission):

A) You will need to provide a 400-word proposal including 1) an Introduction: brief description of your topic and; 2) a Hypothesis (this is the heart of your work, so be sure to clearly describe your problem statement, research question, and hypothesis; 3) a Justification: Explain why is this a problem worth addressing. Why is this interesting/relevant? What are you hoping to be able to show?; 4) A brief outline of what you are expecting to find and some conclusions you may be able to draw.

B) An annotated bibliography with 4 scholarly references, each annotation with a minimum of 50 words. Annotations should briefly summarize the article and mention the most important aspects it contributes to your research. (NOTE: For your final paper, you will need to use a minimum of 6 scholarly references).

3) FINAL PAPER: Final papers must have a minimum of 8 pages, must be typed, title-paged, double-spaced with 1-inch margins, Calibri, 12 font, with page numbers lower right. For referencing, you must follow the AJPA (American Journal of Physical Anthropology) citation formatting (see the online guide). To support your paper and provide sufficient analysis, you must have a minimum of seven peer-reviewed/scholarly sources; internet websites, blogs, or popular articles are not acceptable. NOTE: Failure to cite properly constitutes plagiarism. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should not need to use direct quotation in a paper like this.

Your paper may have Tables/Figures as part of the display of information. Both, figures and tables require parenthetical citation in the text (e.g. see table 1). They also both need a caption; figure captions belong underneath the figure; table captions belong above the table. Please use tables and figures only, if they directly contribute to your written portion and are discussed in your writing. Please make ample use of office hours or class time for questions to clear technical writing if this is unfamiliar to you. Your paper needs to be structured in the following way: Introduction, problem statement, thesis/research question/hypothesis, body, conclusion, works cited (note that your works cited list does not count towards the minimum page number requirement). You may use titles and subtitles in your paper to separate paragraphs.

4) REVISED FINAL PAPER with RESUBMISSION RESPONSE: Since this is a DSW course, all students are required to resubmit their papers after a full consideration of feedback provided for your first submission. You are required to track changes you make to your paper in word, so I can find them easier. In addition, I will require all students to submit a resubmission response, a letter to me in which you describe all changes you made to the paper. More details will be provided in class.

5) FINAL PAPER PRESENTATION: Each student will get a chance to present her/his research paper in a short 3-5 min. presentation at the end of the semester. This presentation will need to include visual aids (e.g. power point), and your talk should be structured the same way your paper is, so include an introduction, a problem statement/hypothesis, materials, methods, results, and a discussion/conclusion. Practice your talk before you present in class!

LATE POLICY: One full letter grade will be deducted for each day an assignment is submitted late, up to a maximum of 40% of the letter grade. Exceptions will be made with instructor's discretion, and requires communication of any issues with me BEFORE the deadline of an assignment.

Schedule

Week	Begin	End	Topic	Assignments/Due Dates
	Date	Date	Associated textbook chapter(s) and Required Readings	

1	01/8	01/16	<i>Skeletal Analysis in Bioarchaeology and Forensics: Introduction to the Fields</i> Textbook Chapter 1 and 11	
2	01/17	01/23	<i>Basic Methods: Excavation, Recovery, and Basic Skeletal Identification</i> Textbook Chapter 2 and 3	
3	01/24	01/30	<i>Lab Days and Research Topic Discussion</i>	Reading Response 1 (01/30)
4	01/31	02/06	<i>Violence and Trauma Analysis</i> Textbook Chapter 7	Research Paper Topic Proposal (02/06)
5	02/07	02/13	<i>From Individuals to Populations: Osteobiographies/Biohistories/Forensic Identification, and Palaeodemographics</i> Textbook Chapter 9 and 10 (up to page 190)	Reading Response 2 (02/13)
6	02/14	02/20	<i>Lab Days</i>	Reading Response 3 (02/20)
7	02/21	02/27	Metabolic, Nutritional, and Occupational Stress (Activity Reconstruction) Textbook Chapter 5	Reading Response 4 (02/27)
8	02/28	03/06	Lab days and Final Research Project Development	Revised Research Paper Topic Proposal (03/06)
9	03/07	03/13	Exam 1	Exam 1 (in class on 03/09)
10	03/14	03/20	<i>Skeletal Lesions: Disease</i> Textbook Chapter 6, Chapter 10 pages 190-200	Reading Response 5 (03/20)
11	03/28	04/03	<i>Teeth as Behavioral Indicators</i>	Reading Response 6 (cancelled)
12	04/04	04/10	<i>Reconstructing Diet and Mobility through Stable Isotopes</i> Textbook Chapter 8	Final Paper due (04/10)
13	04/11	04/17	<i>Lab Days</i>	Reading Response 7 (04/17)
14	04/18	04/24	<i>Perspectives: The Future of Bioarchaeology and Forensics</i>	Reading Response 8 (04/24)
15	04/25	05/01	<i>Final Paper Presentations</i>	Revised Final Paper due (05/01)

* Course Policies and Resources

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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

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

Honor Code

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

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

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

West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

UWG Email Policy

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

Credit Hour Policy

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COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

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



Survey of Chemistry I

CHEM-1151

Fall 2022 Section 91 3 Credits 08/10/2022 to 12/09/2022 Modified 08/10/2022

Description

First course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Topics to be covered include: elements and compounds, chemical equations, acid-base chemistry, and equilibrium chemistry.

Requisites

Prerequisites:

CHEM 1151L

Corequisites:

Contact Information

Instructor: Dr. Donald White

Email: dwhite@westga.edu

Phone: 770-301-9648

Meeting Times

Lecture

Monday, Wednesday, 5:30 PM to 6:50 PM

Lab

Wednesday, 7:00 PM to 8:30 PM

Workshop

Monday, 7:00 PM to 8:30 PM

Materials

Chemistry

Author: Paul Flowers, Klaus Theopold, Richard Langley, William R. Robinson, PhD

Publisher: OpenStax

Edition: 2nd

ISBN: 9781947172616

Price: \$0

ALEKS

https://www.aleks.com/sign_up (https://www.aleks.com/sign_up)

Class Code: ETMXC-VP3HN

Price: \$50 per semester

Outcomes

Students who complete this course are expected to develop:

- an understanding of the basic concepts covered in the text content
- an awareness of the role of general chemistry in everyday life
- a basic comprehension of some applications of chemistry to human physiology

Evaluation

Criteria

Type	Weight	Topic	Notes
Workshop	15%		
Quizzes	10%		
Homework (ALEKS)	15%		
Labs	10%		
Exams	50%		

Breakdown

Assignments

Schedule

When	Topic	Notes
Exam 1 09/07/2022 5:30 PM - 7:00 PM	Sections 1,2,3	
Exam 2 10/03/2022 5:30 PM - 7:00 PM	Section 4,5,6	
Exam 3 10/31/2022 5:30 PM - 7:00 PM	Sections 7,8	
Final Exam- ACS 12/05/2022 5:30 PM - 7:00 PM	American Chemical Society standardized exam	

Course Policies and Resources

General Policies

The lecture meets for 75 minutes 2 days per week, workshop (Wednesdays) meets an additional 90 minutes once a week. In

addition, a weekly lab meeting (Mondays) is required; laboratory activities will include hands-on experiments and problem solving and will meet another 2 hours a week. **Lecture power-point notes and textbook chapters will NOT be printed** for the students but will be available online so students can print them before coming to class. Students should read the chapters before coming to class and complete their ALEKS homework by the deadline. There will be 4 examinations during the semester. Attendance will be recorded (via daily quizzes) and is essential to success in the course. Students will have to perform homework online through the ALEKS.com website. If a student misses the deadline for an online assignment, it will not be reopened. No make-up quiz or exam will be given. **If you miss an examination, the grade obtained on the final examination will replace the missing grade, if you miss two examinations, the grade obtained on the final examination will replace both/all of them...**

Attendance

Attendance will be checked via daily quizzes. Quizzes will open 5 minutes prior to the start of class and will close 10 minutes after the beginning of the class session. Quizzes may not be made up unless the absence is excused. Excused absences include: illness (documented by doctor's note), death in the family, jury duty, and at the discretion of the instructor. Every effort should be made to notify the instructor of an absence **PRIOR** to the absence.

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Online Courses

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

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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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Survey of Chemistry I Lab

CHEM-1151L

Fall 2022 Section 01 1 Credits 08/10/2022 to 12/09/2022 Modified 08/16/2022

Welcome to CHEM1151L, Survey of Chemistry I Lab1!

Most college-level science courses come with a laboratory course. Do you know why? Because sciences have developed through **experiments**. Current scientific theories are not just what people came up with in their thoughts; they had to **PROVE** the theories by experiments. You will learn many important scientific theories in chemistry, biology, and other science lecture courses, but in the laboratory courses, you will **EXPERIENCE** these fundamental theories by **handling actual samples, weigh them, measure them, mix them, heat them, cool them, filter them, etc.** The laboratory experiments supplement and deepen your learning in the lecture in hands-on and intuitive ways ('I see how this works!').

Do you know why chemistry labs are required for many professional careers, particularly in health fields such as nursing, physical therapy, public health, and nutrition? Because things you learn in chemistry labs, such as handling of chemicals safely, paying close attention to testing processes, accurately analyzing the obtained data, and logically concluding the outcome of the tests, are all fundamentally important skills for many of these professions. These hands-on skills you learn and master in this course will prepare you for more advanced classes that will come as you pursue a college degree and your career goals.

I hope you will engage yourself in this course as the first step toward your career journey.

Description

Laboratory activities based on the course material in CHEM 1151. Course will emphasize basic laboratory and measurement techniques and will include experiments involving physical properties such as solubility, chemical properties and reactions, and acid-based investigations. Students must be registered for CHEM 1151.

Requisites

Prerequisites:

Corequisites:

CHEM 1151

Contact Information

Instructor: Dr. Megumi Fujita

Email: mfujita@westga.edu

Office: TLC 2122

Phone: 678-839-6024

Office Hours

M9-1, W11-3, Thu1-3, or by appointment

Meeting Times

Tuesdays 11:00-12:50, TLC3108

Materials

CHEM 1151L Laboratory Manual: This is a required material for this course, and it must be purchased from the UWG Bookstore by no later than August 19. You are expected to read through the schedule experiment in advance, and take the prelab homework quiz on CourseDen before coming to the lab class.

Three-hole binder to keep the manual

CourseDen access will be necessary for this course. Lab handouts will be posted on Courseden for you to print off. If you do not know how to access your Courseden tell your professor and they can help you.

A scientific calculator is needed for many of the experiments to perform calculations while in the lab.

Safety goggles must be worn at all lab classes. You may purchase your own goggles from the UWG Bookstore or Home Depot etc, or you may use the communal goggles that are UV-sanitized after every lab class.

Outcomes

Through this course, students will learn and practice to:

1. Perform measurements commonly employed in chemistry laboratories to accurately determine quantitative chemical information (mass, volume, temperature).
2. Demonstrate an ability to use laboratory equipment and apparatus to obtain desired experimental conditions such as temperature, concentration, balanced quantities, mixing, filtration, evaporation, etc.
3. Record experimental data accurately, and carry out calculations with accurate significant figures.
4. Record observations and apply them to interpret the experimental outcomes.
5. Explain experimental results in a written format, applying the fundamental principles of atomic/molecular structure, chemical reactivity, and thermodynamics.
6. Make connections between material that is covered in CHEM 1151 lecture and CHEM 1151L lab activities to deepen the learning.
7. Apply practical, creative, and critical thinking skills to solve problems that occur in the laboratory.
8. Work with other students collaboratively.
9. Safely operate experimental procedures with awareness of chemical and physical hazards, dispose hazardous wastes safely, and keep the work areas clean and tidy.
10. Apply ethical conducts throughout the process, including conduct of the experiments and writing of the laboratory reports.

Evaluation

For each experiment, you will complete the **Prelab quiz** (CourseDen) prior to coming to class, **attend and carry out the experiment fully**, **complete the lab report**, and **submit the report in class, or within the same day**.

* **Late submission** of a lab report will lose 10 points per day after deadline. Late lab reports that are past 7 days the deadline will not be accepted, and will result in a grade of zero. If you could not finish the lab report in class nor cannot finish within the same day, ask for an extension (only on an as-needed basis).

***A missed lab** without a valid excuse will automatically receive a grade of zero.

- If you have a medical or other valid excuse, supported with proper documentation, contact the instructor as soon as possible (preferably in advance) and present the documentation. Depending on the situation, a makeup or an alternative assignment will be arranged without penalty.
- If you know which lab to miss in advance (e.g. UWG sports), try to arrange a makeup in advance.

Criteria

Type	Weight	Topic	Notes
Prelab Quiz (online)	10%		The prelab quiz for each experiment is posted on CourseDen, and must be completed by the beginning of the lab class. You should be able to answer all questions upon reading through the handout.
Lab Reports	85%		The lab report (or data sheet) grades will be based on the full attendance, on-time submission of the report, and the quality of the report.
Laboratory Conduct	5%		You are responsible for working in a safe, timely manner to complete your experiment in the allotted time. After completion of an experiment, make sure to clean up the lab space, clean and store glassware, and unplug hotplates. Failure to follow safety protocols, arrive on time and prepared, complete your experiment on time, or properly clean your lab space will result in a deduction from your Lab Conduct grade. Misconducts on academic honors and ethics will also result in the deduction of the Lab Conduct grade.

Types of evaluations and related weights

Breakdown

Grade	Range
A	90% or above
B	80-89%
C	70-79%
D	60-69%
F	59% or below

Schedule

Lab date	Exp. No.	Experiment	
August 16	1	Syllabus, Safety, quiz	
August 23	2	Lab apparatus, Density	
August 30	3	Calorimetry	
Sept 6	4	Flame Tests	
Sept 13	5	Half Life	

Sept 20	6	Ionic vs molecular compounds	
Sept 27		No Lab	
October 4	7	Types of Reactions	
Oct 11	8	Hydrate Lab	
Oct 18	9	Gas Law V-T	
Oct 25		No Lab	
Nov 1	10	Dumas Method	
Nov 8	11	Precipitation, Solubility Rules	
Nov 15	12	Equilibrium	
Nov 22		THANKSGIVING BREAK No Lab	
Nov 29	13	Titration of vinegar	

* Course Policies and Resources

Academic integrity and honesty

Plagiarism and cheating will not be tolerated. Students caught cheating will receive a 0 for the assignment and possibly face further disciplinary action. A second occurrence will result in receiving an F for the course in addition to any further action taken by the university.

The following acts are examples of cheating in the laboratory course: fabricating data, submitting a report of the lab you did not carry out (unless it was arranged by the instructor), copying other students' data without instructor's permission, and copying any part of other students' work.

Assigned seating

Your seat will be assigned in alphabetical order at the beginning of the semester.

Attendance policy

Attendance is required. If you come late or leave early without completing the experiment, you will lose partial points or the entire points of the lab.

When you come in, you will sign the attendance sheet. The sheet will be retrieved 5 minutes after class starts. If you come in late, your attendance will be recorded as "late". When you come late, you are missing some critical pre-lab instruction. In some cases, you will not be allowed to carry out the lab due to safety reasons, and this will result as a zero grade for the lab.

Grading on Gradescope

The submitted lab reports will be scanned into the system called Gradescope and graded electronically. Gradescope will be linked to CourseDen, and you can see the feedback to your report. Review each report feedback carefully, and apply them to improve your future lab reports.

Cell phone rule

Cell phone use is not allowed, with an exception of a use as a calculator and timer. Any other use of cell phones irrelevant to the class is strictly prohibited. Use of scientific calculator is strongly encouraged for calculations, as cell phone are not allowed in exams for the lecture courses anyway. If the cell phone rule is violated, the phone will be confiscated until the end of class.

Other personal electronic devices

No personal electronic device is allowed in this class (laptop, tablet, etc). If an access to CourseDen is needed for the lab activities, you will use the classroom computers.

Email

Only emails from your my.westga.edu account will be read and responded. I will not open emails from personal accounts (gmail.com, yahoo.com, etc). Please do NOT use the CourseDen "Email" function (under Communication), as I do not check it at all.

Changes to the syllabus

If any information in this syllabus is changed or updated during the semester (such as schedules and policies). it will be communicated in class and in CourseDen.

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Survey of Chemistry II

CHEM-1152

Spring 2023 Section 01 3 Credits 01/09/2023 to 05/09/2023 Modified 02/10/2023

Description

Second course in a two-semester sequence covering elementary principles of chemistry of general, organic and biochemistry for allied health professions majors. Students must have successfully passed CHEM 1151 and CHEM 1151L

Requisites

Prerequisites:

((CHEM 1151 Minimum Grade: C and CHEM 1151L Minimum Grade: C) or CHEM 1151K Minimum Grade: C) and CHEM 1152L

Corequisites:

Contact Information

Professor: Dr. Vickie Geisler

Email: vgeisler@westga.edu

Office: TLC 2120

Office Hours

Tuesday 11-12, 2-5 and Thursday 11-12, 2-3

Meeting Times

Class

Tuesday, Thursday, 9:30 AM to 10:45 AM, TLC 1203

Materials

General, Organic, and Biological Chemistry: Structures of Life

Author: Karen Timberlake

The UWG Bookstore, Pearson Education, UWG Online (CourseDen Support), and your professor have partnered together to provide the most cost effective option for you to receive your digital course materials for your CHEM 1152 course. The material is provided to you through CourseDen. Simply choose content and the Mastering Chemistry module. Here you will find the eText and tools on how to use the system. The cost of the material will be attached to your student bill on 01/09/23 in the amount of \$50.00. You do not need to look elsewhere for material. You can opt out of the delivery of the material before the end of drop/add on 01/13/23, but will be responsible to obtain the material on your own without the lower discounted rate. For questions about your access please contact the Day One Access team at dayone@westga.edu (<mailto:dayone@westga.edu>) or 678-839-5563.

Outcomes

Students who complete this course are expected to develop an understanding of the basic concepts including:

Intermolecular forces, properties and nomenclature of organic molecules, fundamental reactions of organic molecules, properties and behaviors of macromolecules (carbohydrates, lipids, nucleic acids and proteins), and metabolism (glycolysis, citric acid cycle and oxidative phosphorylation).

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
In-class work	15%		Students will work on worksheets and complete quizzes during class. Your three lowest grades will be dropped You will not be excused from any quizzes; there are no make-up quizzes.
Mastering Chemistry homework	15%		Mastering Chemistry weekly online homework will normally be due on Saturday (see course den for due dates) by 11:59pm. There maybe more than one assignment each week. Your lowest grade (one) will be dropped.
Exams	56%		There will be four exams given. There are no make-up exams for any reason. If you miss a test the score obtained on the final exam will replace it. No extra time will be allowed if you arrive late for a test, so please arrive on time.
Final Exam	14%		The final exam is a comprehensive national exam. The exam will be given on Thursday, May 4 th from 8-10 am

Breakdown

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

☰ Assignments

📅 Schedule

When	Topic	Notes
January 10	Organic Chemistry and Alkanes	Chapter 12
January 12	Alkanes	Chapter 12
January 17	Alkenes and Alkynes	Chapter 12
January 19	Aromatic Compounds	Chapter 12
January 24	Alcohols	Chapter 13
January 26	Phenols and Ethers	Chapter 13
January 31	Exam I	
February 2	Aldehydes and Ketones	Chapter 14

When	Topic	Notes
February 7	Aldehydes and Ketones	Chapter 14
February 9	Chiral Molecules and Carbohydrates	Chapter 15
February 14	Carbohydrates	Chapter 15
February 16	Carboxylic Acids	Chapter 16
February 21	Esters	Chapter 16
February 23	Exam II	
February 28	Lipids	Chapter 17
March 2	Lipids	Chapter 17
March 7	Amines/Amides	Chapter 18
March 9	Amino Acids	Chapter 19
March 14	Proteins	Chapter 19
March 16	Exam III	
March 21 and 23	No class	Spring break
March 28	Enzymes and Vitamins	Chapter 20
March 30	Enzymes and Vitamins	Chapter 20
April 4	Nucleic Acids	Chapter 21
April 6	Nucleic Acids and Protein Synthesis	Chapter 21
April 11	Metabolic Pathways for Carbohydrates	Chapter 22
April 13	Metabolic Pathways for Carbohydrates	Chapter 22
April 18	Metabolism and Energy Production	Chapter 23
April 20	Metabolism and Energy Production, fat metabolism	Chapter 24
April 25	Exam IV	
April 27	Ketosis, amino acid metabolism and Review for Final	Chapter 24
May 2	Reading Day	
May 4	Final Exam	8-10 am

* Course Policies and Resources

@ College/School Policies

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21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI 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. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

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Online Courses

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

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).

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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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Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

[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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items



Survey of Chemistry II Lab

CHEM-1152L

Spring 2023 Section 02 1 Credits 01/09/2023 to 05/09/2023 Modified 01/08/2023

Welcome to the laboratory course for Survey of Chemistry II! I hope you will learn how chemistry, particularly organic chemistry and biochemistry, are relevant to health and medicine, and how important they are for healthcare professions.

Description

Laboratory exercises supplement the lecture material of CHEM 1152. Students must be registered for CHEM 1152.

Requisites

Prerequisites:

Corequisites:

CHEM 1152

Contact Information

Instructor: Dr. Megumi Fujita

Email: mfujita@westga.edu

Office: TLC-2122

Phone: 678-839-6024

Office hours: M 9-11, W 11-2, R 11-1, F 10-11 & 1:30-2:30

Meeting Times

Tuesdays 11:00am - 12:50pm, TLC3108

Materials

- No purchase of a lab manual is required. Lab handouts will be provided weekly, at least a week in advance. You will need to bring the handout to the next lab.
- Three-hole binder is required to keep the lab handouts in order.

Outcomes

Through this course, students will learn and practice to:

1. Perform measurements commonly employed in chemistry laboratories to accurately determine quantitative chemical information.
2. Demonstrate an ability to use laboratory apparatus to obtain desired experimental conditions.
3. Record experimental data accurately, and carry out calculations with accurate significant figures.
4. Record observations and apply them to interpret the experimental outcomes.

5. Explain experimental results in a written format, applying the fundamental principles of atomic/molecular structure, chemical reactivity, and thermodynamics.
6. Make connections between material that is covered in CHEM 1152 lecture and CHEM 1152L lab activities to deepen the learning.
7. Apply practical, creative, and critical thinking skills to solve problems that occur in the laboratory.
8. Work with other students collaboratively.
9. Safely operate experimental procedures with awareness of chemical and physical hazards, dispose hazardous wastes safely, and keep the work areas clean and tidy.
10. Apply ethical conducts throughout the process, including honest conducts in performing experiments and writing laboratory reports.

✓ Evaluation

For each experiment, you will complete the **Prelab quiz** (CourseDen) prior to coming to class, **attend and carry out the experiment fully**, **complete the lab report**, and **submit the report in class, or within the same day**.

* **Late submission** of a lab report will lose 10 points per day after deadline. Late lab reports that are past 7 days the deadline will not be accepted, and will result in a grade of zero. If you could not finish the lab report in class nor cannot finish within the same day, ask for an extension (only on an as-needed basis).

* **A missed lab** without a valid excuse will automatically receive a grade of zero.

You can make a request for a make up lab or an alternative assignment if you present a valid documentation to support the reason for the absence. For example:

- **Medical:** A doctor's note with a date and time.
- **Legal:** A court order document with a date and time.
- **UWG Athletics:** You will know the dates in advance. Make an arrangement to make up in another section as soon as possible. Your athletics coordinator's email to verify the dates will suffice as a documentation.

A request for a make up or alternative assignment must be made in advance, or within a day of the missed lab, and a make up arrangement must be made within a week of the missed lab. Beyond that, no alternative arrangement will be made, and the lab assignment will receive a grade of zero. (Exception for this timeline can be considered only in case of an extremely dire circumstance, supported by a legitimate documentation.)

Criteria

Type	Weight	Topic	Notes
Prelab Quiz (online)	10%		The prelab quiz for each experiment is posted on CourseDen, and must be completed by the beginning of the lab class. You should be able to answer all questions upon reading through the handout.
Lab Reports	90%		The lab report (or data sheet) grades will be based on the full attendance, on-time submission of the report, and the quality of the report. Violation of lab attire and code of conducts can also lead to reduction of lab report points.

Breakdown

Grade	Range
A	90% or above
B	80-89%

C	70-79%
D	60-69%
F	59% or below

Assignments

There will be 12 laboratory experiments/activities, each consists of a prelab HW quiz and an in-person laboratory work, for which you will complete a laboratory report.

Schedule

Date (Tuesdays)	Lab
1/10	Syllabus, safety rules
1/17	Lab 1 Alkanes
1/24	Lab 2 Alkenes/alkynes/aromatics
1/31	Lab 3 Alcohols/phenols
2/7	Lab 4 Aldehydes & ketones
2/14	Lab 5 Carbohydrates (dry lab)
2/21	Lab 6 Carbohydrates (wet lab)
2/28	Lab 7 Esterification
3/7	Lab 8 Saponification
3/14	Lab 9 Amines/amides
3/21	Spring break
3/28	Lab 10 Proteins
4/4	(no lab)
4/11	Lab 11 Enzymes
4/18	Lab 12 DNA

* Course Policies and Resources

Academic integrity and honesty

Plagiarism and cheating will not be tolerated. Students caught cheating will receive a 0 for the assignment and possibly face further disciplinary action. A second occurrence will result in receiving an F for the course in addition to any further action taken by the university.

The following acts are examples of cheating in the laboratory course: fabricating data, submitting a report of the lab you did not carry out (unless it was arranged by the instructor), copying other students' data without instructor's permission, and copying any part of other students' work.

Assigned seating

Your seat will be assigned in at the beginning of the semester. You will seat in the same location, although a request for seating change may be made at any point of the semester.

Attendance policy

Attendance is required. If you come late or leave early without completing the experiment, you will lose partial points or the entire points of the lab.

When you come in, you will sign the attendance sheet. The sheet will be retrieved 5 minutes after class starts. If you come in late, your attendance will be recorded as "late". When you come late, you are missing some critical pre-lab instruction. In some cases, you will not be allowed to carry out the lab due to safety reasons, and this will result as a zero grade for the lab.

Grading on Gradescope

The submitted lab reports will be scanned into the system called Gradescope and graded electronically. Gradescope will be linked to CourseDen, and you can see the feedback to your report. Review each report feedback carefully, and apply them to improve your future lab reports.

Cell phone rule

Cell phone use is not allowed, with an exception of a use as a calculator or timer. Any other use of cell phones irrelevant to the class is strictly prohibited. Use of scientific calculator is strongly encouraged for calculations, as cell phone are not allowed in exams for the lecture courses anyway. If the cell phone rule is violated, the phone will be confiscated until the end of class.

Other personal electronic devices

No personal electronic device is allowed in this class (laptop, tablet, etc). If an access to CourseDen is needed for the lab activities, you will use the classroom computers.

Email

Only emails from your my.westga.edu account will be read and responded. I will not open emails from personal accounts (gmail.com, yahoo.com, icloud.com etc). Please do NOT use the CourseDen "Email" function (under Communication), as I do not check it at all.

Changes to the syllabus

If any information in this syllabus is changed or updated during the semester (such as schedules and policies). it will be communicated in class and in CourseDen.

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PSYC - 3850 - Forensic Psychology

2024-2025 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*

Fall

Desired Effective Year*

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

Department of Anthropology, Psychology, and Sociology

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

PSYC

Course Number*

3850

Course Title* Forensic Psychology

Long Course Title

Course Type*

Psychology

Catalog Course Description* Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, the accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Yes
 No

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

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

Prerequisites PSYC 1101, ENGL 1102

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?*

Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Frequently requested by students

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

1. Students will demonstrate the ability to think critically about the psychology of law
2. Students will demonstrate competence in written communication on issues regarding psychological theories as related to the criminal justice system
3. Students will demonstrate an understanding of the role of psychology in the criminal justice system.

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

Enrollment*

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

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

Fee Justification

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

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

PSYC 3850-Forensic Psychology

Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: xxxxxxxxx@xxxxx.edu

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL:

<https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here Folder.

Course Description

Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, the accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.

Prerequisites:

- PSYC 1101, ENGL 1102

Course Learning Outcomes:

This course should enable students to:

1. Students will demonstrate the ability to think critically about the psychology of law
2. Students will demonstrate competence in written communication on issues regarding psychological theories as related to the criminal justice system
3. Students will demonstrate an understanding of the role of psychology in the criminal justice system.

Required Text, Software, and Additional Materials

Title:	<i>Applied Criminal Psychology: A Guide to Forensic Behavioral Science</i>
Author(s):	Kocsis, Richard N.

Publisher:	Charles C. Thomas
Edition/Year:	2009
ISBN:	Related ISBN 9780398085513
Access:	All readings and resources are accessible in each module
Type (Required/Optional): Required	Required

OER

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes.

NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although extremely rare, some material may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Materials and Resources:

No additional resources required.

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00 AM – 5:00 PM at 678-839-6400 or Toll-Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Online Tutoring is available, please use the course navigation to see your tutoring options.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class**. In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter**. The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

Students with disabilities who require special testing accommodations must contact the Testing Coordinator at etesting@ecampus.usg.edu before scheduling an exam appointment. It is suggested that students share their accommodation report/letter with the Testing Coordinator.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@ecampus.usg.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

Course Format and Requirements

Teaching Philosophy:

I believe learning is an action verb. Learning requires that the student do something, think about something, and communicate something to someone else to show that something new has happened. I also believe learning should be fun. For these reasons, you will be expected to interact with your classmates on the discussion boards, communicate your understanding through one-page essays, and pursue knowledge with a spirit of fun and hopefulness.

Course Requirements (Instructional Methods):

This course is an online course using *GoVIEW* and your computer as the delivery medium. You are not required to attend class face to face.

"Attendance" and presence are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar, it is your responsibility to contact the instructor.

Course Schedule:

NOTE: The schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
Module 1 xx/xx-xx/xx	Chapter 1: Mental Disorders and Criminal Behavior Article: The Chireno Case	Mandatory Attendance Quiz Module 1 Discussion Module 1 Assignment
Module 2 xx/xx-xx/xx	Chapter 2: Antisocial Behaviors and Personality Disorders Video: The Three Types of Personality Disorders	Module 2 Discussion Module 2 Assignment
Module 3 xx/xx-xx/xx	Chapter 4: Risk Assessment Video: What is a Psychopath?	Module 3 Discussion Module 3 Assignment
Module 4 xx/xx-xx/xx	Chapter 5: The Detection of Deceit Video: Detecting Deception Midterm Exam	Module 4 Discussion Module 4 Assignment Midterm Exam
Module 5 xx/xx-xx/xx	Chapter 6: Eyewitness Memory Video: How Reliable is Your Memory	Module 5 Discussion Module 5 Assignment
Module 6 xx/xx-xx/xx	Chapter 7: Cognitive Interviewing Video: The Cognitive Interview	Module 6 Discussion Module 6 Assignment
Module 7	Chapter 9: False Confessions	Module 7 Discussion

xx/xx-xx/xx	Video: Innocence Project	Module 7 Assignment
Module 8 xx/xx-xx/xx	Chapter 10: Criminal Profiling Video: Zodiac Killer: Behavioral Profiling	Module 8 Discussion Module 8 Assignment Final Exam
FINAL EXAM PERIOD xx/xx-xx/xx	Students must take the Final Exam during this time period.	

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Module Discussion Posts (35 points)	10%	Seven discussion posts related to course topics. Each successful module post includes an original response followed by two responses to other posts of classmates. Worth 5 points for each module.
Module Assignments (160 points)	40%	Eight one-page essays related to course topics. Each one-page essay is worth 20 points.
Midterm and Final Exam (100 points)	50%	There is a midterm exam worth 100 points and a final exam worth 100 points.

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

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

-OR- (depending on calculation method used/preferred for course, percentage vs. points)

- 265.5-295 points = A
- 236-265 points = B
- 206.5-235 points = C
- 177-206 points = D
- Below 177 points = F

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Academic Honesty

(Acknowledgement is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://ecore.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac

Technical Requirements & Support	https://ecore.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1DWyyRpToMy7zzYdnFaIQaA/viewform
To Make a Student Complaint	https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy
To Make a Grade Appeal	https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals
To Withdraw from a Course	https://ecore.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course
To Understand the eCampus Academic Honesty Policy	https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

Social and Behavioral Health, B.S.

2024-2025 Undergraduate 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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Anthropology, Psychology, and Sociology

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

Yes

No

Is this a College of Education Program?*

Yes

No

Is 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

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* Social and Behavioral Health, B.S.

Program ID - DO NOT EDIT* 4355

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* Program Description

The Bachelor of Science in Social & Behavioral Health is a multidisciplinary degree. The program provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health and social services environments. Areas of study include health services, health analytics, complementary & alternative healthcare, cultural & social aspects of health, and behavioral & mental health.

Students will have the opportunity to learn many skills, including but not limited to the following:

how community and social factors contribute to a variety of public health solutions and policies;

how to plan, implement, and administer social service and/or behavioral health programs;

how to design, evaluate, and assess social service and/or behavioral health programs to ensure their quality and effectiveness;

how to work with individuals in community or social services settings;

and how to help people navigate the healthcare system to find the resources they need to be healthy.

Program features include, but are not limited to: flexibility in designing program to fit interests, courses taught by experts in the field, and participating in an internship practicum providing real job experience

Program Learning Outcomes

After completing the BS in Social and Behavioral Health, students will be able to:

Assess social and cultural frameworks of diverse populations of healthcare consumers

Demonstrate understanding of human growth and development as related to social and behavioral health issues

Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

Design and assess social and behavioral programs, research or services aimed at improving health

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Program Requirements

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

Core Curriculum

Core Area F: 18 Hours

SABH 1101 Intro to Soc & Behav Health

ANTH 1102 Introduction to Anthropology

PSYC 1101 Introduction to General Psychology

SOCI 1101 Introductory Sociology

[After] Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses:

ANTH 1105 Introduction to Physical Anthropology

[After] Lower-level (1000 or 2000 level) BIOL courses (does not include labs)

Major Courses: 60 Hours

Area 1: 18 Hours

Choose two courses from each of the following areas:

A. Cultural and Social Aspects of Health

ANTH 4130 Medical Anthropology

ANTH 4135 Genes and Genomania

[Left] *

NURS 3101 Professional Nursing Concept I

PSYC 4350 Culture and Psychology

SOCI 3623 Social Inequality

SOCI 3733 Social Psychology: The Sociological Tradition

SOCI 3804 Death, Grief and Caring

SOCI 4323 Sociology of Race

SOCI 4440 Medical Sociology

B. Behavioral & Mental Health

ANTH 4132 Human Life Cycle in Cross-Cultural Perspective

PSYC 3010 Human Growth and Development

PSYC 3150 Abnormal Psychology

PSYC 3703 Behavior Modification

PSYC 4360 Community Psychology

PSYC 4760 Introduction to Psychotherapy

SOCI 3134 Introduction to Social Work and Social Welfare

SOCI 4441 Sociology of Mental Health

SOCI 4543 Deviant and Alternative Behavior

C. Complementary & Alternative Health

ANTH 4130 Medical Anthropology
[Left] *

NURS 3000 Holistic Health Assessment
PSYC 3580 Holistic Health Psychology
PSYC 3800 Psychology of Mind and Body
PSYC 4085 Horizon Seminar
SOCI 4439 Sociology of Global Health
SOCI 4700 Sociology of Emotions

Area 2: 12 Hours

Choose two courses from each of the following areas:

A. Health Analytics and Methods

ANTH 3188 Ethnographic Field Methods
ANTH 4122 Skeletal Indicators of Health and Behavior
ANTH 4176 Narrative and Storytelling in Ethnography
[Left] *

NURS 3400 Nursing Research and Evidence-Based Practice
POLS 2601 Introduction to Political Science Inquiry
POLS 3601 Political Analysis
SABH 4000 Research Methodology
[After] (or)

SOCI 4000 Research Methodology
SABH 4003 Applied Statistics for Sociology
[After] (or)

SOCI 4003 Applied Statistics for Sociology
SOCI 4613 Qualitative Research

B. Health Services

POLS 3201 Public Policy
POLS 4200 Principles of Public Administration
POLS 4208 Health Policy
POLS 4209 Environmental Policy
POLS 4210 Public Management
POLS 4215 Management of Non-Profit Organizations
POLS 4217 Grant Writing for Nonprofit Organizations
SOCI 4734 Social Work Skills

Area 3: 3 Hours

SOCI 4386 Internship

Area 4: Upper Division Electives 6 Hours

Select two (2) courses from the following list OR courses listed in Areas 1 or 2 not already applied to Areas 1 or 2

ANTH 3110 Human Osteology
ANTH 3186 Anthropology of Gender
ANTH 4170 Myth, Magic and Religion
[Left] *

CMWL 3100 Lifespan Development
[Left] *

PHED 4501 Contemporary Health Issues
PSYC 3110 Human Sexuality

PSYC 4140 Psychology of Gender
SOCI 3543 Sociology of Religion

SOCI 3954 Sociology of Aging
SOCI 4153 Women and Aging
SOCI 4182 Aging Families
SOCI 4445 Sociology of Youth
SOCI 4915 Violence Against Women

Minor and General Electives 17-21 Hours

To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.

Total: 120 Hours

*Courses marked with an asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Adding ANTH 4122 Skeletal Indicators of Health and Behavior to Area 2A. Course syllabus is attached. Course works well for this curriculum overall, specifically for Area 2A. This area/section could use more options, as most of the courses listed i Area 2A are not offered every semester.

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 kgwaltney@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 documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.



Skeletal Ind of Hlth & Behavio

ANTH-4122

Spring 2022 Section 01 3 Credits 01/08/2022 to 05/10/2022 Modified 03/31/2022

Description

Skeletal Indicators of Health and Behavior play an important role in both Forensics and Bioarchaeology. In this course, students will build a solid knowledge of methods used in the two disciplines for the reconstruction of health and behavior in discovered skeletal remains, including trauma and injury, disease, diet, physical activity, and mobility across the landscape. Opportunity will be provided for hands-on application of methods in the BAFAL lab. Contextual forensic and bioarchaeological case reports and interpretations will be critically evaluated in student presentations and in-class discussions. Students will gain an understanding of the prospects and limitations of skeletal analyses in understanding human's past and present, including important ethical considerations in the handling of human remains.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor: Dr. Isabel S Maggiano, Office: Anthropology Rm. 5, Office Hours M/W 8AM-10:30AM ftf, T/Th 8AM-10:30AM online, Office: Anthropology Room 5, E-mail: imaggian@westga.edu

Meeting Times

Monday, Wednesday, 11:00 AM to 12:15 PM, Room 12, Anthropology Building

Materials

Bioarchaeology: An Introduction to the Archaeology and Anthropology of the Dead

Author: Mark Q Sutton

Publisher: Routledge

Edition: 1st

ISBN: 978-1138481060

Availability: UWG bookstore

All other required readings will be provided on CourseDen as PDFs. Readings may be altered and updated over the course of the semester, so check each week for new readings for the following week. **Please read all listed references BEFORE the corresponding class so you are prepared to discuss them.**

Outcomes

After taking this course, students should be able to:

- Identify important skeletal indicators of health and behavior used in forensics and bioarchaeology.
- Employ methods for the identification and interpretation of skeletal indicators.
- Critically evaluate skeletal analyses and interpretations from published case studies through written and oral means of communication.
- Prioritize ethical responsibilities in forensic and bioarchaeological research.

✓ Evaluation

Student Evaluation:

Assignment	Points Each (Total Points) / % of Total Grade
8 Reading Responses	8 x 10 = 80 / ~11%
4 Lab Activities	4 x 30 = 120 / ~16%
Research Article Presentation	50 / ~7%
2 Exams	2 x 100 = 200 / ~26%
Attendance and Participation	80 / ~11%
Final Paper Proposal	10 / ~1%
Revised Final Paper Proposal	30 / ~3%
Final Paper	120 / ~16%
Revised Final Paper	30 / ~3%
Final Paper Presentation	40 / ~5%
TOTAL	760

Grading Scale:

You can check your general progress by comparing your score (your points divided by the total so far) against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. For a general guide to how you are doing in the class refer to grades returned in class or see the instructor during office hours. *Do not request grades via email or phone; federal law will not permit the sharing of grade information through these media.* Your performance will only be addressed with you.

Expectations:

- Attend class regularly (and be on time)
- Actively participate in class and class discussions
- Read the assignments before the day for which they are assigned
- Take responsibility for making up material and obtaining information given in class in the case of absence

- Complete assignments in a timely manner. You will lose 10% of your deserved grade for each day late.
- **No usage of cell phones during class unless otherwise instructed. ABSOLUTELY no photos may be taken of lectures. TAKE NOTES with pen and paper. If you feel like you missed content, come and see me.**
- Bring up any questions either in class or during my office hours.

Assignments

READING RESPONSES: To ensure your preparedness for class, there will be a total of 8 homework reading assignments. Reading responses may vary in format and will be announced on CourseDen.

LAB ACTIVITIES: Details will be announced in class.

RESEARCH ARTICLE PRESENTATIONS: Throughout the semester, each student will prepare and present one research article (we will assign topics in the first semester weeks). Students may find their own peer-reviewed original research article. Research topic must be related to the course topic of the week they are assigned to. The publishing date of chosen original peer-reviewed research articles may not be older than 2 years old. In-class presentations need to be approx. 8-10 minutes long and include power points or other visuals and should lead into a brief guided class discussion. The purpose is to read and evaluate, and to deepen our understanding of current foci and key issues of skeletal analyses of health and mobility in forensics and bioarchaeology, to practice our critical thinking skills, to evaluate the quality of current research, and to discuss the possibilities and limitations of interpretation within specific contexts.

- 1.. Students share their presentation visuals by *Monday of the week of the presentation* so I can provide feedback, if needed.
2. In-class presentations will take place on Wednesdays, unless otherwise noted.

Structure your presentation according to the following guidelines:

1. Identify the author's name, article title, and the topic of the piece (1 slide)
2. State the central argument of the piece (1-2 slides)
3. Summarize any given background information (2-3 slides)
4. Review the author's hypothesis and share why it is important (1 slide)
5. Review materials and method(s) used (2-3 slides)
6. Present evidence/results the author shares and how they discuss them (>2 slides)
7. Summarize the author's conclusions (1-3 slides)
8. Include two questions for the class to promote a discussion about the research. Discussion questions could, e.g. critically evaluate the merits and shortcomings of the methods, findings, and interpretation presented in the paper, and its significance for important theoretical debates (1 slide).

Note: Any terms or concepts that are new to you will require background research on your part. If pertinent to an understanding of the paper, present this information to the class. You will be graded on the detail you use in describing and evaluating the methodology used in the paper and whether or not the conclusions are warranted, as well as: poise, clarity, creativity, organization and your ability to answer questions about the paper and topic.

EXAMS: There will be two exams, each based on material covered during previous class meetings and in your readings. Exams will include short answer and/or critical thinking questions. The first exam will cover material addressed during the first half of the course, and the second exam will cover material addressed during the second half, unless otherwise announced. However, although the second exam will not be explicitly cumulative, it will rely on foundational knowledge developed throughout the first half of the semester. Exams will draw heavily from lectures and readings, so to do well you must attend class and keep up with the reading assignments. Not everything you need to know for exams will be addressed in class. Lectures are meant to be guides only and do not replace your own notetaking and attentiveness in class and at-home reading. **NOTE:** Make-up exams require valid university-approved excuses and you must schedule your make up exam **BEFORE** the test date.

ATTENDENCE AND CLASS PARTICIPATION: You are expected to complete readings in advance and come prepared and to contribute to class discussions and activities. Please note how absences are defined: 1) not coming to class, 2) arriving late to class, 3) leaving class early, 4) sleeping or doing other non-class related activities during class. You are permitted two unexcused absences. After two, I will start detracting points from your grade. **NOTE:** If you miss class, it is **your responsibility** to get the notes from a classmate. No

notes or power-points will be provided for the course. All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work will not be accepted without documentation from an official source (doctor, police, school representative, etc.).

RESEARCH PROJECTS:

We will take time during class sessions to work towards feasible original research projects for each student. To get you to work towards quality final paper projects, your projects will require several submission steps:

1. RESEARCH PAPER TOPIC PROPOSAL: A working title and a 100 word description of your project.

2. REVISED RESEARCH PAPER TOPIC PROPOSAL: (You will receive only half credit for this, if I did NOT receive a Final Paper Research Topic Submission):

A) You will need to provide a 400-word proposal including 1) an Introduction: brief description of your topic and; 2) a Hypothesis (this is the heart of your work, so be sure to clearly describe your problem statement, research question, and hypothesis; 3) a Justification: Explain why is this a problem worth addressing. Why is this interesting/relevant? What are you hoping to be able to show?; 4) A brief outline of what you are expecting to find and some conclusions you may be able to draw.

B) An annotated bibliography with 4 scholarly references, each annotation with a minimum of 50 words. Annotations should briefly summarize the article and mention the most important aspects it contributes to your research. (NOTE: For your final paper, you will need to use a minimum of 6 scholarly references).

3) FINAL PAPER: Final papers must have a minimum of 8 pages, must be typed, title-paged, double-spaced with 1-inch margins, Calibri, 12 font, with page numbers lower right. For referencing, you must follow the AJPA (American Journal of Physical Anthropology) citation formatting (see the online guide). To support your paper and provide sufficient analysis, you must have a minimum of seven peer-reviewed/scholarly sources; internet websites, blogs, or popular articles are not acceptable. NOTE: Failure to cite properly constitutes plagiarism. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should not need to use direct quotation in a paper like this.

Your paper may have Tables/Figures as part of the display of information. Both, figures and tables require parenthetical citation in the text (e.g. see table 1). They also both need a caption; figure captions belong underneath the figure; table captions belong above the table. Please use tables and figures only, if they directly contribute to your written portion and are discussed in your writing. Please make ample use of office hours or class time for questions to clear technical writing if this is unfamiliar to you. Your paper needs to be structured in the following way: Introduction, problem statement, thesis/research question/hypothesis, body, conclusion, works cited (note that your works cited list does not count towards the minimum page number requirement). You may use titles and subtitles in your paper to separate paragraphs.

4) REVISED FINAL PAPER with RESUBMISSION RESPONSE: Since this is a DSW course, all students are required to resubmit their papers after a full consideration of feedback provided for your first submission. You are required to track changes you make to your paper in word, so I can find them easier. In addition, I will require all students to submit a resubmission response, a letter to me in which you describe all changes you made to the paper. More details will be provided in class.

5) FINAL PAPER PRESENTATION: Each student will get a chance to present her/his research paper in a short 3-5 min. presentation at the end of the semester. This presentation will need to include visual aids (e.g. power point), and your talk should be structured the same way your paper is, so include an introduction, a problem statement/hypothesis, materials, methods, results, and a discussion/conclusion. Practice your talk before you present in class!

LATE POLICY: One full letter grade will be deducted for each day an assignment is submitted late, up to a maximum of 40% of the letter grade. Exceptions will be made with instructor's discretion, and requires communication of any issues with me BEFORE the deadline of an assignment.

Schedule

Week	Begin Date	End Date	Topic Associated textbook chapter(s) and Required Readings	Assignments/Due Dates

1	01/8	01/16	<i>Skeletal Analysis in Bioarchaeology and Forensics: Introduction to the Fields</i> Textbook Chapter 1 and 11	
2	01/17	01/23	<i>Basic Methods: Excavation, Recovery, and Basic Skeletal Identification</i> Textbook Chapter 2 and 3	
3	01/24	01/30	<i>Lab Days and Research Topic Discussion</i>	Reading Response 1 (01/30)
4	01/31	02/06	<i>Violence and Trauma Analysis</i> Textbook Chapter 7	Research Paper Topic Proposal (02/06)
5	02/07	02/13	<i>From Individuals to Populations: Osteobiographies/Biohistories/Forensic Identification, and Palaeodemographics</i> Textbook Chapter 9 and 10 (up to page 190)	Reading Response 2 (02/13)
6	02/14	02/20	<i>Lab Days</i>	Reading Response 3 (02/20)
7	02/21	02/27	Metabolic, Nutritional, and Occupational Stress (Activity Reconstruction) Textbook Chapter 5	Reading Response 4 (02/27)
8	02/28	03/06	Lab days and Final Research Project Development	Revised Research Paper Topic Proposal (03/06)
9	03/07	03/13	Exam 1	Exam 1 (in class on 03/09)
10	03/14	03/20	<i>Skeletal Lesions: Disease</i> Textbook Chapter 6, Chapter 10 pages 190-200	Reading Response 5 (03/20)
11	03/28	04/03	<i>Teeth as Behavioral Indicators</i>	Reading Response 6 (cancelled)
12	04/04	04/10	<i>Reconstructing Diet and Mobility through Stable Isotopes</i> Textbook Chapter 8	Final Paper due (04/10)
13	04/11	04/17	<i>Lab Days</i>	Reading Response 7 (04/17)
14	04/18	04/24	<i>Perspectives: The Future of Bioarchaeology and Forensics</i>	Reading Response 8 (04/24)
15	04/25	05/01	<i>Final Paper Presentations</i>	Revised Final Paper due (05/01)

* Course Policies and Resources

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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

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

Honor Code

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

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

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

West Georgia Honor Code, please visit the [Office of Community Standards](https://www.westga.edu/administration/vpsa/ocs/index.php) (<https://www.westga.edu/administration/vpsa/ocs/index.php>) site.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

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

Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.
CORE CURRICULUM 42 HOURS			
A. Essential Skills - 9 hrs. See catalog for course requirements and options See advisor for recommendations specific to your program of study for Areas A-E.	9		
B. Institutional Priorities: 5 hrs.	5		
C. Humanities and Fine Arts: 6 hrs.	6		
D. Science, Math & Technology: 10 hrs.	10		
E. Social Sciences: 12 hrs.	12		
F. Major Specific Course: 18 HOURS			
1. SABH 1101 Introduction to Social & Behavioral Health***	3		
2. ANTH 1102: Introduction to Anthropology	3		
3. PSYC 1101: Introduction to Psychology	3		
4. SOCI 1101: Introduction to Sociology	3		
5. Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses: <ul style="list-style-type: none"> • ANTH 1105: Introduction to Physical Anthropology • Lower-level (1000 or 2000 level) BIOL courses (does not include labs) 	6		

*Courses marked with one asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

**For SOCI 4386: Internship to count in the major, student must have successfully completed at least 9 credit hours of major coursework (including at least 3 credit hours of coursework from Area 2) and earned a 2.0 or higher institutional and major GPA.

***this replaced XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health, effective Fall 2022

MAJOR COURSES:	60 hours
AREA 1: SOCIAL & BEHAVIORAL HEALTH	18 HOURS
Choose two courses from each of the following areas:	
A. Cultural and Social Aspects of Health (choose 2)	6 hours
ANTH 4130: Medical Anthropology ANTH 4135: Genes & Genomania PSYC 4350: Culture and Psychology SOCI 3623: Social Inequality SOCI 3733: Social Psychology: The Sociological Tradition SOCI 3804: Death, Grief, and Caring SOCI 4323: Sociology of Race SOCI 4440: Sociology of Medicine	
B. Behavioral & Mental Health (choose 2)	6-7 hours
ANTH 4132: Human Life Cycle in Cross-Cultural Perspective PSYC 3010: Human Growth and Development PSYC 3150: Abnormal Psychology PSYC 3703: Behavior Modification PSYC 4360: Community Psychology PSYC 4760: Introduction to Psychotherapy SOCI 3134: Introduction to Social Work and Social Welfare SOCI 4441: Sociology of Mental Health SOCI 4543: Deviant & Alternative Behavior	
C. Complementary & Alternative Health (choose 2)	6 hours
ANTH 4130: Medical Anthropology PSYC 3580: Holistic Health Psychology PSYC 3800: Psychology of Mind & Body PSYC 4085: Horizon Seminar: Integrative Mental Health SOCI 4439: Sociology of Global Health SOCI 4700: Sociology of Emotions	
AREA 2: APPLICATIONS	12 HOURS
Choose two courses from each of the following areas:	
A. Health Analytics and Methods (choose 2)	6 hours
ANTH 4122 Skeletal Indicators of Health and Behavior ANTH 3188: Ethnographic Field Methods ANTH 4176: Narrative and Storytelling in Ethnography POLS 2601: Political Science Methods I POLS 3601: Political Science Methods II SOCI/SABH 4000: Research Methodology SOCI/SABH 4003: Applied Statistics for Sociology SOCI 4015: Analyzing and Visualizing Data SOCI 4613: Qualitative Research	
B. Health Services (choose 2)	6 hours
POLS 3201: Public Policy POLS 4200: Principles of Public Administration POLS 4208: Health Policy POLS 4209: Public Management POLS 4210: Environmental Policy POLS 4215: Management of Non-Profit Organizations POLS 4217: Grant Writing for Nonprofits SOCI 4734: Social Work Skills	
AREA 3: REQUIRED COURSES	3 HOURS
**SOCI 4386: Internship	
AREA 4: UPPER DIVISION ELECTIVES	6 HOURS
Students will select two (2) courses from the list on the 2nd page of this document OR courses listed in Areas 1 or 2 not applied to Areas 1 or 2	
MINOR AND GENERAL ELECTIVES	17-21 HOURS
To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.	
TOTAL:	120 HOURS

AREA 4: UPPER DIVISION ELECTIVES

Students will select two (2) courses from the following list or from courses listed in Areas 1 or 2 not applied to Areas 1 or 2:

ANTH 3110	Human Osteology
ANTH 3186	Anthropology of Gender
ANTH 4170	Myth, Magic and Religion
*CMWL 3100	Lifespan Development
*PHED 4501	Contemporary Health Issues
PSYC 3110	Human Sexuality
PSYC 4140	Psychology of Gender
SOCI 3543	Sociology of Religion
SOCI 3954	Sociology of Aging
SOCI 4153	Women and Aging
SOCI 4182	Aging Families
SOCI 4445	Sociology of Youth
SOCI 4915	Violence Against Women

NOTES: Students are strongly encouraged to enroll in a minor. Students must be mindful of taking too many 2000 level courses in the major areas.

2022-2023 Program Map – BS Social and Behavioral Health				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area A1: ENGL 1101	3		Area A1: ENGL 1102	3
Area C2 (Humanities)	3		Area A2: MATH 1001	3
Area F: SOCI 1101	3		Area D1: Non-lab Science	3
Area D1: Science + Lab	4		Area F: PSYC 1101	3
Area B2: XIDS 2002	2		Area E3: POLS 1101	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area E1 or Area E2	3		Area E1 or Area E2	3
Area F: SABH 1101	3		Area C1 (Fine Arts)	3
Area F: ANTH 1102	3		Area D2	3
Area B1	3		Area E4 (Social Sciences)	3
Area F: BIOL course	3		Area F: ANTH 1105 or BIOL	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Major Area 2A	3
Major Area 2B	3		Major Area 2B	3
Major Area 4 Upper Division Electives	3-4		Major Area 1B	3
Major Area 1C	3		Minor or General Electives	3

Minor or General Electives	3		Minor or General Electives	3
SEMESTER TOTAL	15 or 16		SEMESTER TOTAL	15

YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Major Area 1A	3		Minor or General Electives	3
Major Area 4 Upper Division Electives	3		Major Area 3 (Internship)	3
Major Area 1C	3		Minor or General Electives	3
Minor or General Electives	3		Major Area 2A	3
Minor or General Electives	3		Major Area 1B	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	Anthropology, Psychology, and Sociology			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	PROGRAM:	BS Social & Behavioral Health	COURSES		Assess social and cultural frameworks of diverse populations of healthcare consumers	Demonstrate understanding of human growth and development as related to social and behavioral health issues	Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness	Design and assess social and behavioral programs, research or services aimed at improving health
	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.)			1	SABH 1101	I		I	
			2	ANTH 1102	I	I		
			3	ANTH 1105		I		
			4	ANTH 3110		R		
			5	ANTH 3186	R			
			6	ANTH 3188				R
			7	ANTH 4122				R
			8	ANTH 4130	R		R	
			9	ANTH 4132		R		
			10	ANTH 4135	R			
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			11	ANTH 4170			R	
			12	ANTH 4176				R
			13	POLS 2601				I
			14	POLS 3201				R
			15	POLS 3601				R
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			16	POLS 4200				I
			17	POLS 4208				R
			18	POLS 4209				R
			19	POLS 4210				R

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.

multiple contexts and at multiple level of competency.	20	POLS 4215				R
	21	POLS 4217				R
	22	PSYC 1101		I		
	23	PSYC 3010		R		
**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.	24	PSYC 3110	R	R		
	25	PSYC 3150	R	R		
	26	PSYC 3580			R	
	27	PSYC 3703	R	R		
	28	PSYC 3730	R			
	29	PSYC 3800			R	
	30	PSYC 4085			R	
	31	PSYC 4130			R	
	32	PSYC 4140	R	R		
	33	PSYC 4270	R			
	34	PSYC 4280			R	
	35	PSYC 4290		R		
	36	PSYC 4350		R		
	37	PSYC 4360		R	R	
	38	PSYC 4650			R	
	39	PSYC 4760		R		
	40	SABH 4000				R
	41	SABH 4003				R
	42	SOCI 1101	I	I		
	43	SOCI 3134	R	R		
	44	SOCI 3543	R		R	
	45	SOCI 3623	R			
	46	SOCI 3733	R	R		
	47	SOCI 3804	R		R	
	48	SOCI 3954		R		
	49	SOCI 4000				R
	50	SOCI 4003				R
	51	SOCI 4153	R	R		
52	SOCI 4323	R				
53	SOCI 4386	M (A)	M (A)	M (A)	M (A)	
54	SOCI 4440	R				
55	SOCI 4441	R		R		

56	SOCI 4445		R		
57	SOCI 4543	R		R	
58	SOCI 4613				R
59	SOCI 4734				R
60	SOCI 4915	R			
61	SOCI 4700	R			

22	SOCI 4986 - A	M	M	M	M
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THEA - 1000 - Theatre Laboratory

2024-2025 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 *

Fall

Desired Effective Year *

2024

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 *

College of Arts, Culture, and Scientific Inquiry

Department of English, Film, Languages, 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* THEA

Course Number* 1000

Course Title* Theatre Laboratory

Long Course Title

Course Type - DO NOT EDIT* Theatre

Catalog Course Description* Students who wish to follow the BFA in Theatre must take this course in order to audition or show their portfolio to gain entrance into the BFA in Theatre degree program. It is encouraged that students take THEA 1000 in their second semester at UWG (if the student is not transferring from another university), or in their first semester at UWG if they are a transfer student. This course is in preparation for the audition or portfolio review jury to get into the BFA in Theatre program. The jury is part of this course and will take place at the end of the semester the student takes this course. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will not be able to register as a BFA in Theatre candidate. Students must have completed 15 credit hours with an overall GPA of 2.5 and an average GPA of 3.0 in THEA and XIDS 2002 (Theatre & Collaboration) courses to take this course.

Prerequisites Please see course description.

Corequisites

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 proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 1

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.* 0

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

Upon successful completion of this course, students will:

1. Understand the difference between a BA and BFA degree in Theatre;
2. Develop and create a professional resume for Theatre and Film;
3. Understand the purpose of a letter of intent and develop such a letter for the BFA in Theatre;
4. Develop and present a prepared, professional jury for entrance into the BFA in Theatre program.

Rationale* It is in the best interest of students to be able to matriculate into the BFA in Theatre earlier than what is currently possible. When creating the BFA in Theatre, students in the Theatre Program did not seem to understand the difference between the BA and the BFA. Now as we are four years into the BFA, we have students who not only understand this difference, but who want to begin the BFA sooner. We believe this will contribute to higher enrollment in the BFA in Theatre and facilitate student success by alleviating any confusion about the process of becoming a BFA candidate. In doing this, we are making THEA 1000 the gateway course into the BFA in Theatre (this gateway is currently THEA 2900: Sophomore Assessment), since we are making it possible for students to audition and/or show their portfolio to get into the BFA as early as their second semester of Freshman year. We are allowing students to take THEA 1000 more than once if the first time they take it they do not successfully enter the BFA in Theatre by receiving an Unsatisfactory grade. We will allow a second chance to get into the program.

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, N/A please list 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* 49303

THEA 1000: Theatre Laboratory Course Syllabus

Prerequisites: Prerequisites: Completion of 15 credit hours with an overall GPA of 2.5 and an average GPA of 3.0 in THEA and XIDS 2002 (Theatre & Collaboration) courses.

Course Description: Students who wish to follow the BFA in Theatre must take this course in order to audition or show their portfolio to gain entrance into the BFA in Theatre degree program. It is encouraged that students take THEA 1000 in their second semester at UWG (if student is not transferring from another university), or in their first semester at UWG if they are a transfer student. This course is in preparation for the audition or portfolio review jury to get into the BFA in Theatre program. The jury is part of this course and will take place at the end of the semester the student takes this course. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will not be able to register as a BFA in Theatre candidate.

Credit Hours: **0**

Program Learning Outcomes:

The Bachelor of Fine Arts in Theatre (Acting):

- Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.
- Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.
- Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.
- Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.
- Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.
- Students will develop and administer makeup techniques for a wide range of characters.
- Students will understand the basic business procedures of the actor's profession.

The Bachelor of Fine Arts in Theatre (Design & Technology):

- Students will develop the ability to understand and articulate basic elements and principles of design theory.
- Students will develop their understanding of the aesthetic use of color.
- Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.
- Students will develop the ability to produce and communicate design ideas with freehand drawings.
- Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.
- Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.

- Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one’s abilities, strengths, processes, and experiences.

Course Learning Outcomes:

Upon successful completion of this course, students will:

- Understand the difference between a BA and BFA degree in Theatre;
- Develop and create a professional resume for Theatre and Film;
- Understand the purpose of a letter of intent and develop such a letter for the BFA in Theatre;
- Develop and present a prepared, professional jury for entrance into the BFA in Theatre program.

Instructional Methods:

Discussions of process, the approaches and skills acquired in courses taken prior to this one (as well as those in progress) will culminate in one-on-one meetings with mentors during the design/rehearsal process and then at the end of the semester to assess the students process and progress.

Required Reading:

Required reading is at the discretion of the instructor.

Grading: Grading for this course will be pass/fail (satisfactory/unsatisfactory). A student must earn a minimum score of 75% to continue in the BFA program. Failure to pass with a satisfactory will result in the student not continuing on in the BFA program.

- **Class Attendance and Participation** **5 pts**
- **Professional Resume** **5 pts**
Multiple drafts of the resume will be included in this grade. There must be a polished resume by the time of the juried interview.
- **Headshots** **5 pts**
Students will sign up for a headshot photo shoot with UCM. Sign up sheet will be provided in class. Headshots for actors will be for both the web and hard copy replication; headshots for designers/technicians will be for the web only.
- **Letter of Intent** **5 pts**
Multiple drafts of the Letter of Intent will be included in this grade. The letter is to be detailed and articulate in explaining the student’s intention of being an Actor, designer, technician, etc. More discussion of this letter will occur in class.
- **Website** **5 pts**
The student will develop a website that will include their resume, headshots, production shots, process shots (for the design/tech portfolio), and any other materials needed as required by the industry and/or instructor.
- **Juried Audition/Portfolio Review** **75 pts**
The jury will take place at the end of the semester with relevant theatre faculty. The jury will consist of an audition of two contrasting pieces no longer than one-minute in length for each (a total of two minutes) and a review of their website or a portfolio review of design/technical work. The portfolio must be professionally put together based on the criteria set forth by faculty mentors.

THEA - 2900 - Sophomore Assessment

2024-2025 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 *

Fall

Desired Effective Year *

2024

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.

Department/School *

College of Arts, Culture, and Scientific Inquiry

Department of English, Film, Languages, 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*

THEA

Course Number* 2900

Course Title* Sophomore Assessment

Long Course Title

Course Type - DO NOT EDIT*

Theatre

Catalog Course Description* This course is for BFA in Theatre candidates only and should be taken after successfully completing 45 credit hours or more. It is to measure and evaluate the competency of being cast or assigned one lead/major role/design-tech position per year (BFA students are required to earn at least one principal role/position in a UWG Theatre production per year). Students taking this course will meet with their mentor during the semester for evaluation of their production work as it relates to the BFA in Theatre. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will no longer be a BFA in Theatre candidate.

Prerequisites Grade of Satisfactory in THEA 1000

Corequisites

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 proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 1

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.* NA

Justification and Assessment

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

Upon successful completion of this course, students will:

1. Critique their work in a major role/position in a UWG Theatre production in the academic year;
2. Improve upon their process of developing a character/design/system from the previous year to this one.

Rationale* THEA 2900: Sophomore Assessment is currently the gateway course to the BFA in Theatre and must be taken twice. We are revising this course to be taken only once, in the student's sophomore year (if they are taking the needed amount of credit hours each semester), as a way to assess the BFA candidate's progress in competencies. THEA 1000: Theatre Laboratory will now be the gateway course to the BFA in Theatre.

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, NA please list N/A.*

Fee Justification* NA

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* 49486

THEA 2900: Sophomore Assessment Course Syllabus

Prerequisites: Grade of Satisfactory in THEA 1000; earn at least one principal role/position in a UWG Theatre Company production.

Course Description: This course is for BFA in Theatre candidates only and should be taken after successfully completing 60 credit hours. It is to measure and evaluate the competency of being cast or assigned one lead/major role/design-tech position per year. Students taking this course will meet with their mentor during the semester for evaluation of their production work as it relates to the BFA in Theatre. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will no longer be a BFA in Theatre candidate.

Credit Hours: **0**

Program Learning Outcomes:

The Bachelor of Fine Arts in Theatre (Acting):

- Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.
- Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.
- Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.
- Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.
- Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.
- Students will develop and administer makeup techniques for a wide range of characters.
- Students will understand the basic business procedures of the actor's profession.

The Bachelor of Fine Arts in Theatre (Design & Technology):

- Students will develop the ability to understand and articulate basic elements and principles of design theory.
- Students will develop their understanding of the aesthetic use of color.
- Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.
- Students will develop the ability to produce and communicate design ideas with freehand drawings.
- Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.
- Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.

- Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one’s abilities, strengths, processes, and experiences.

Course Learning Outcomes:

Upon successful completion of this course, students will:

- Critique their work in a major role/position in a UWG Theatre production in the academic year;
- Improve upon their process of developing a character/design/system from the previous year to this one.

Instructional Methods:

Discussions of process, the approaches and skills acquired in courses taken prior to this one (as well as those in progress) will culminate in one-on-one meetings with mentors during the design/rehearsal process and then at the end of the semester to assess the students process and progress.

Required Reading:

Required reading is at the discretion of the instructor.

Grading: Grading for this course will be pass/fail (satisfactory/unsatisfactory). A student must earn a minimum score of 75% to continue in the BFA program. Failure to pass with a satisfactory will result in the student not continuing on in the BFA program.

- **Attendance at rehearsals, production meetings, all essential meetings required of position/role** **40 pts**
- **Self-evaluation of work done in the academic year** **20 pts**
- **Evaluation of work done in the academic year by faculty mentor** **40 pts**

THEA - 3900 - Junior Assessment

2024-2025 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

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*

College of Arts, Culture, and Scientific Inquiry

Department of English, Film, Languages, and Performing Arts

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

THEA

Course Number*

3900

Course Title* Junior Assessment

Long Course Title Junior Assessment

Course Type*

Theatre

Catalog Course Description* This course is for BFA in Theatre candidates only and should be taken after successfully completing 75 credit hours or more. It is to measure and evaluate the competency of being cast or assigned one lead/major role/design-tech position per year (BFA students are required to be cast or assigned one major role/position each year). Students taking this course will meet with their mentor during the semester for evaluation of their production work as it relates to the BFA in Theatre. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will no longer be a BFA in Theatre candidate.

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* 1

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.* NA

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

Prerequisites Grade of Satisfactory in THEA 1000 & 2900

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* The BFA in Theatre Program is currently under Plan Approval with the National Association of Schools of Theatre, our accrediting body. A standard for all BFA in Theatre programs requires ways to measure competencies. THEA 2900: Sophomore Assessment does this for students in their second year at the University. THEA 4111: Performance and Production Capstone measures competencies for students in their graduating year at the University. We are creating THEA 3900: Junior Assessment as a way to measure competencies in the BFA in Theatre. This course can only be taken by student candidates in the BFA in Theatre.

Student Learning Outcomes - Please provide these in a numbered list format. * Upon successful completion of this course, students will:

1. Critique their work in a major role/position in a UWG Theatre production in the academic year;
2. Improve upon their process of developing a character/design/system from the previous year to this one.

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.

THEA 3900: Junior Assessment Course Syllabus

Prerequisites: Grade of Satisfactory in THEA 1000 & 2900; earn at least one principal role/position in a UWG Theatre Company production in each academic year.

Course Description: This course is for BFA in Theatre candidates only and should be taken after successfully completing 90 credit hours. It is to measure and evaluate the competency of being cast or assigned one lead/major role/design-tech position per year. Students taking this course will meet with their mentor during the semester for evaluation of their production work as it relates to the BFA in Theatre. This is a Satisfactory/Unsatisfactory course. If a student receives a grade of Unsatisfactory, they will no longer be a BFA in Theatre candidate.

Credit Hours: **0**

Program Learning Outcomes:

The Bachelor of Fine Arts in Theatre (Acting):

- Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.
- Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.
- Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.
- Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.
- Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.
- Students will develop and administer makeup techniques for a wide range of characters.
- Students will understand the basic business procedures of the actor's profession.

The Bachelor of Fine Arts in Theatre (Design & Technology):

- Students will develop the ability to understand and articulate basic elements and principles of design theory.
- Students will develop their understanding of the aesthetic use of color.
- Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.
- Students will develop the ability to produce and communicate design ideas with freehand drawings.
- Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.
- Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.

- Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one’s abilities, strengths, processes, and experiences.

Course Learning Outcomes:

Upon successful completion of this course, students will:

- Critique their work in a major role/position in a UWG Theatre production in the academic year;
- Improve upon their process of developing a character/design/system from the previous year to this one.

Instructional Methods:

Discussions of process, the approaches and skills acquired in courses taken prior to this one (as well as those in progress) will involve one-on-one meetings with mentors during the design/rehearsal process and then at the end of the semester to assess the students process and progress. The course will culminate with a meeting with the faculty in the student’s area of concentration for a final evaluation.

Required Reading:

Required reading is at the discretion of the instructor.

Grading: Grading for this course will be pass/fail (satisfactory/unsatisfactory). A student must earn a minimum score of 75% to continue in the BFA program. Failure to pass with a satisfactory will result in the student not continuing on in the BFA program.

- **Attendance at rehearsals, production meetings, all essential meetings required of position/role, completion of work by due dates.** **40 pts**
- **Self-evaluation of work done in the academic year** **20 pts**
- **Evaluation of work done in the academic year by faculty mentor** **40 pts**

Theatre with Concentrations in Acting and Design/Technology, B.F.A.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

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School/ Department*

Department of English, Film, Languages, and Performing Arts

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

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* Theatre with Concentrations in Acting and Design/Technology, B.F.A.

Program ID - DO NOT EDIT* 4357

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

The purpose of the Bachelor of Fine Arts in Theatre (Design & Technology) is to prepare the student for the professional life as a designer in a way that allows the student to understand the connection between the various areas of design and technical theatre, and the link between theatre and film. Through rigorous training, the BFA in Theatre (Design & Technology) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in theatre. Because Georgia has become a major hub for film, the BFA with the Design and Technology concentration will also introduce design students to the film industry by touching on design for that industry. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

BFA in Theatre with a Concentration in Acting

Acting Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Program Learning Outcomes:

Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.

Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.

Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.

Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.

Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.

Students will develop and administer makeup techniques for a wide range of characters.

Students will understand the basic business procedures of the actor's profession.

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

THEA 1100 Theatre Appreciation
THEA 2290 Stage and Film Craft I
THEA 2100 Play Analysis
THEA 2291 Developing A Character
THEA 2310 Stage Makeup
THEA 1111 Performance and Production
THEA 1112 Performance and Production
THEA 2111 Performance and Production

Courses Specific to the Major: 54 Hours

THEA 1000 Theatre Laboratory
THEA 1291 Voice and Movement I
THEA 1292 Voice and Movement II
THEA 2112 Performance and Production
THEA 2292 Contemporary Scene Study
[After]
[After] Choose one:

THEA 2380 Special Topics in Performance
THEA 2391 Fundamentals of Ballet
THEA 2393 Beginning Jazz
THEA 2395 Musical Theatre Dance
[After]
THEA 2491 Acting for the Camera
THEA 2900 Sophomore Assessment
[Right] *

THEA 3357 Theatre History I
THEA 3391 Acting Shakespeare

THEA 3392 Period Scene Study
THEA 3394 Directing

THEA 3415 Playwriting I: Devised Theatre
THEA 3491 Advanced Acting for the Camera
THEA 4111 Production and Performance Capstone
THEA 4291 Advanced Voice
THEA 4293 Advanced Movement
THEA 4412 The Business of Acting
THEA 4415 Playwriting II
THEA 4457 Theatre History II
[After]
[After] Choose one:

THEA 4485 Special Topics in Theatre
THEA 4486 Internship

Free Electives: 6 Hours

Total: 120 Hours

Major Requirements

The student must participate in a Senior Showcase and an exit interview which includes a performance audition and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

*Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their auditions/juries, which will take place in the second semester.

BFA in Theatre with a Concentration in Design/Technology

Design/Technology Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Design & Technology) is to prepare the student for the professional life as a designer in a way that allows the student to understand the connection between the various areas of design and technical theatre, and the link between theatre and film. Through rigorous training, the BFA in Theatre (Design & Technology) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in theatre. Because Georgia has become a major hub for film, the BFA with the Design and Technology concentration will also introduce design students to the film industry by touching on design for that industry. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Program Learning Outcomes:

Students will develop the ability to understand and articulate basic elements and principles of design theory.

Students will develop their understanding of the aesthetic use of color.

Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.

Students will develop the ability to produce and communicate design ideas with freehand drawings.

Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.

Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.

Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one's abilities, strengths, processes, and experiences.

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

THEA 1100 Theatre Appreciation
THEA 2290 Stage and Film Craft I
THEA 2100 Play Analysis
THEA 2291 Developing A Character
THEA 2310 Stage Makeup
THEA 1111 Performance and Production
THEA 1112 Performance and Production
THEA 2111 Performance and Production

Courses Specific to the Major: 57 Hours

THEA 1000 Theatre Laboratory
THEA 2112 Performance and Production
THEA 2214 Concepts in Theatre and Film Design
THEA 2215 Introduction to Lighting, Sound and Media Technology
THEA 2224 Drafting and Computer Aided Design
THEA 2315 Rendering Styles
THEA 2325 Costume Technology
THEA 2550 Stage Management
THEA 2900 Sophomore Assessment
[Right] *

THEA 3212 Period Styles in Design
THEA 3201 Stage & Film Craft II
[After]
[After] Choose one:

THEA 3415 Playwriting I: Devised Theatre
THEA 4415 Playwriting II
[After]
THEA 3214 Scenic Design
THEA 3215 Lighting Design
THEA 3290 Costume Design
THEA 3394 Directing
THEA 3111 Performance and Production
THEA 3112 Performance and Production
THEA 3357 Theatre History I
THEA 4111 Production and Performance Capstone
THEA 4301 Solutions in Design and Technology
THEA 4457 Theatre History II
[After]
[After] Choose one:

THEA 4485 Special Topics in Theatre
THEA 4486 Internship

Free Elective: 3 Hours

Total: 120 Hours

Major Requirements

The student must participate in a Senior Showcase and an exit interview, which includes a portfolio and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

*Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their portfolio reviews, which will take place in the second semester.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Currently, the BFA in Theatre requires students to take 30 credit hours before they can declare their candidacy for the BFA. Because students are interested in the program in their first year, we want to make the opportunity for students to get into the BFA earlier, in their first year. We believe this will contribute to student success because it eliminates uncertainty and confusion for them. We believe it will help the BFA in Theatre by increasing enrollment. After researching other BFA programs, we believe this change is best practices in the degree program.

The changes we're making include having THEA 1000: Theatre Laboratory serve as the gateway course to the BFA, making THEA 2900: Sophomore Assessment a course taken after 45 credit hours of course work to assess the candidate's progress, and adding another 0-credit course, THEA 3900: Junior Assessment, to do the same work as THEA 2900 in the third year or after 75 credit hours have been successfully completed. Senior level assessment will remain in the THEA 4111: Performance & Production Capstone.

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

NA

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@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 documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE									
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Theatre		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	BFA in Theatre, Design/Technology	COURSES	Students will develop the ability to understand and articulate basic elements and principles of design theory.	Students will develop their understanding of the aesthetic use of color.	Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.	Students will develop the ability to produce and communicate design ideas with freehand drawings.	Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.	Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.	Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one's abilities, strengths, processes, and experiences.
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	THEA 1000: Lab						I	I
			2	THEA 1100: TA						I	I
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	THEA 1111: P & P	I	I	I	I	I	I	
			4	THEA 1112: P & P	I	I	I	I	I	I	
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			5	THEA 2100: PA							
			6	THEA 2111: P & P	R	R	R	R	R	R	I
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			7	THEA 2112: P & P	R	R	R	R	R	R	R
			8	THEA 2214: Con. Des.	I	I	I	I			I
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			9	THEA 2215: Int. L/S/M	I	I	I		I	I	I
			10	THEA 2224: Drafting			I		I		I
			11	THEA 2290: St & F C I	I		I		I	I	
			12	THEA 2291: Dev. a Char.			I				
			13	THEA 2310: St MUP	I	I	I		I		I
			14	THEA 2315: Rendering	I	I			I		I
			15	THEA 2325: Cost. Tech.	R	R	R		R	R	R
			16	THEA 2550: SM			R		R	R	
			17	THEA 2900: Sophomore Assessment	R	R	R	R	R	R	R
			18	THEA 3111: P & P	R	R	R	R	R	R	R
			19	THEA 3112: P & P	R	R	R	R	R	R	R
			20	THEA 3201: S & F C II	R		R		R	R	R
			21	THEA 3214: Sc Des	M	M	M	M	M	M	M
			22	THEA 3215: Ltg Des	M	M	M	M	M	M	M
			23	THEA 3290: Cost. Des.	M	M	M	M	M	M	M
			24	THEA 3357: TH I			R		R		
			25	THEA 3394: Dir.			M		M		
			26	THEA 3900: Junior Assessment	I	I	I	I	I	I	I
			27	THEA 4111: P & P Cap.	M	M	M	M	M	M	M
			28	THEA 4301: Des. Sol.	M	M	M	M	M	M	M
			29	THEA 3415/4415			R				
			30	THEA 4457: TH II			R				
			31	THEA 4485/4486	M	M	M	M	M	M	M

**Academic Year
Program Map
Bachelor of Fine Arts (BFA) in Theatre
Concentration: Design/Technology**

NOTE: Students come into the Theatre Major in the BA program. To become a BFA candidate, students must have a 2.5 GPA in their first 15 credit hours of courses and a 3.0 GPA in their Theatre courses and XIDS 2002 (Theatre & Collaboration). They must pass a portfolio review jury in the semester they take THEA 1000

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 Block (Areas A)	3	ENGL 1102 (Area A)	3
FL1001 (Area B1)	3	FL1002 (Area C2)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 2224: Drafting	3
XIDS 2002: Theatre & Collaboration	2	THEA 1112 (Area F)	1
		THEA 1000	0
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. FL complete 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area B2 Class	2	HIST 2111 or 2112 (E2)	3
THEA 2315: Rendering Styles or FILM 2XXX	3	Area D class (no lab)	3
THEA 2291: Dev. a Character (Area F)	3	POLS 1101 (E3)	3
THEA 2310: Stage Makeup	3	THEA 2112 (Area F)	1
THEA 2111 (Area F)	1	THEA 2214: Concepts in Stage & Film Design	3
HIST 1111/1112 (Area E1)	3	THEA 2215: Intro Light/Sound/Media	3
		THEA 2900: Sophomore Assessment	0
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> 1st semester of THEA 2900; must pass to continue in BFA. 		<ul style="list-style-type: none"> Must pass THEA 2900 to continue in the BFA. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area D Class (no lab)	3	Area D1 + Lab	4
THEA 2325: Costume Technology	3	THEA 3415: Playwriting1 or free elective	3
THEA 2550: Stage Management	3	THEA 3394: Directing	3
Area E4	3	THEA 3290: Costume	3
THEA 3111	1	THEA 3201: Stage & Film Craft 2	3
THEA 3212: Period Styles in Design	3	THEA 3900: Junior Assessment	0
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		Milestones	
		<ul style="list-style-type: none"> Core Curriculum complete 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3112	1	THEA 4111: Senior Capstone	3
THEA 3357: Theatre History I	3	THEA 4457: Theatre History II	3
THEA 4415: Playwriting II or Free Elective	3	THEA 4485: Special Topics OR THEA 4486: Internship	3
THEA 3214: Scenic Design	3	THEA 4301: Solutions in D&T	3
THEA 3215: Lighting Design	3	XIDS 2100 (or Area C2)	3
SEMESTER TOTAL	13	SEMESTER TOTAL	15
Milestones		Milestones	

**Academic Year
Program Map
Bachelor of Fine Arts (BFA) in Theatre
Concentration: Acting**

NOTE: Students come into the Theatre Major in the BA program. To become a BFA candidate, students must have a 2.5 GPA in their first 15 credit hours of courses and a 3.0 GPA in their Theatre courses and XIDS 2002 (Theatre & Collaboration). They must pass a audition jury in the semester they take THEA 1000

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 (Area A)	3	ENGL 1102 (Area A)	3
FL1001 (Area B1)	3	FL1002 (Area C2)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 1291: Voice & Movement I	3
XIDS 2002: Theatre & Collaboration	2	THEA 1112 (Area F)	1
		THEA 1000	0
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. FL complete 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area B2 Class	2	HIST 1111 or 1112 (E1)	3
Area D1 + Lab	4	Area D class (no lab)	3
THEA 2291: Dev. a Character (Area F)	3	POLS 1101 (E3)	3
THEA 1292: V & M II	3	THEA 2112 (Area F)	1
THEA 2111 (Area F)	1	THEA 2292: Contemporary Sc. Study	3
HIST 2111/2112 (Area E2)	3	Area E4	3
		THEA 2900: Sophomore Assessment	0
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> 1st semester of THEA 2900; must pass to continue in BFA. 		<ul style="list-style-type: none"> Must pass THEA 2900 to continue in the BFA. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area D Class (no lab)	3	THEA 2491: Acting for the Camera	3
THEA 3391: Acting Shakespeare	3	THEA 3415: Playwriting I	3
Free Elective	3	THEA 3394: Directing	3
THEA 3357: Theatre History I	3	THEA 2380: Special Topics or THEA 2391: Ballet or THEA 2393: Jazz or THEA 2395: Musical Theatre Dance	2
THEA 2310: Stage Make Up	3	THEA 2112: P & P	1
		THEA 4457: Theatre History II	3
		THEA 3900: Junior Assessment	0
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Core Curriculum complete 			
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3392: Period Scene Study	3	THEA 4111: Senior Capstone	3
THEA 4291: Adv. Voice	3	Free Elective	3
THEA 4415: Playwriting II	3	THEA 4485: Special Topics OR THEA 4486: Internship	3
THEA 3491: Adv. Acting for the Camera	3	THEA 4412: Business of Acting	3
Free Elective	3	XIDS 2100 (or Area C2)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	12
Milestones		Milestones	

Theatre, B.A.

2024-2025 Undergraduate 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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

College of Arts, Culture, and Scientific Inquiry

Department of English, Film, Languages, and Performing Arts

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

If other, please identify. Bachelors of Arts

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* Theatre, B.A.

Program ID - DO NOT EDIT* 4188

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* The Bachelor of Arts in Theatre is designed to illuminate the complexity of humanity through coursework and productions that mesh theatrical history, theory, and aesthetic concepts. Emphasis is on acting, directing, designing, constructing, and playwriting. Production work with the West Georgia Theatre Company provides a co-curricular component to the B.A. degree. This program is nationally accredited through the National Association of Schools of Theatre (NAST). Degree Learning Outcomes Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre. Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology. Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research. Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art. Students will apply skills learned in courses to a variety of work and social environments. Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production. Students will function safely and effectively while using theatre technology. Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

THEA 1100 Theatre Appreciation

THEA 2100 Play Analysis

THEA 2291 Developing A Character

[After] Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[After] Any one 1000 or 2000 level three-credit course in Art, Music, or Film (may include studio courses and/or GFA 1000) 3 Credit Hours

Courses Specific for the Major: 48 Hours

[Before]Required (36 Hours):

THEA 1111 Performance and Production

THEA 1112 Performance and Production

THEA 1291 Voice and Movement I

THEA 2111 Performance and Production

THEA 2112 Performance and Production

THEA 2214 Concepts in Theatre and Film Design

THEA 2290 Stage and Film Craft I

THEA 2310 Stage Makeup

THEA 3111 Performance and Production

THEA 3112 Performance and Production

THEA 3357 Theatre History I

THEA 3394 Directing

THEA 4111 Production and Performance Capstone

THEA 4415 Playwriting II

THEA 4457 Theatre History II

THEA 4485 Special Topics in Theatre

[Right] (or)

THEA 4486 Internship

[After] Select One

THEA 1292 Voice and Movement II

THEA 2215 Introduction to Lighting, Sound and Media Technology

THEA 2224 Drafting and Computer Aided Design

THEA 2292 Contemporary Scene Study

THEA 2315 Rendering Styles

THEA 2325 Costume Technology

THEA 2491 Acting for the Camera

THEA 2550 Stage Management

GFA 1000 Introduction to Film & Television Production

[After] Select 3

THEA 3201 Stage & Film Craft II

THEA 3212 Period Styles in Design

THEA 3214 Scenic Design

THEA 3215 Lighting Design

THEA 3290 Costume Design

THEA 3391 Acting Shakespeare

THEA 3392 Period Scene Study
THEA 3415 Playwriting I: Devised Theatre
THEA 3491 Advanced Acting for the Camera
THEA 4412 The Business of Acting
FILM 3200 Screenwriting

Free electives: 12 Credit Hours

12 credit hours must be in courses numbered 3000 or above outside the major.

Total: 120 Hours

Requirements/Restrictions Specific to this Major and Assessment:

In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation.

All theatre majors are required to follow the guidelines in the Theatre Program Policy Handbook as published annually by the Theatre Program.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* THEA 1000 is being removed from the BA in Theatre curriculum for two reasons. The material previously covered in this course is now being covered in other courses taken by Theatre majors, and THEA 1000 is being repurposed as the new Gateway course for the BFA in Theatre. THEA 1000 will only be required for those students attempting to gain entry into that degree program. The necessary changes to THEA 1000 course content and learning outcomes have already been made in a separate proposal.

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 kgwaltney@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 documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

**Academic Year
Program Map
B.A. in Theatre**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 (Area A)	3	ENGL 1102 (Area A)	3
FL1001 or 1002 (Area B1)	3	FL1002 (Area C2) or 2001 (Area F)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 1291: Voice & Movement I	3
XIDS 2002: Theatre & Entertainment (Area B2)	2	THEA 1112 (Area F)	1
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete Math 1001 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
FL 2001 or 2002/or FORL 2000 (Area F)	3	FL 2002/FORL 2000 level (Area F) or XIDS 2100	3
THEA 2291	3	Area D Course (no lab)	3
HIST 1111 or 1112 (Area E1)	3	HIST 2111 or 2112 (Area E2)	3
POLS 1101 (Area E3)	3	THEA 2214	3
Area D Course (no lab)	3	THEA 2310	3
THEA 2111	1	THEA 2112	1
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		Milestones	
Complete core area B Complete courses in core areas D and E. Complete courses in major.		<ul style="list-style-type: none"> Complete core area A. Complete courses in core areas D and E. Complete courses in the major. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area E4 Course	3	THEA 4457	3
Area D Course (w/lab)	4	THEA 3000-4000 elective 1/3	3
THEA 3111	1	THEA 3394	3
Art or Music or FILM or XIDS 2100	3	AREA B2 Course (if not taken in Year 2 Term 2)	2
THEA 3357	3	THEA 3112	1
		THEA Elective from 1000-2000 level	3
SEMESTER TOTAL	14	SEMESTER TOTAL	15
Milestones		Milestones	
Core areas D, E, F completed		Theatre major courses	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3000-4000 elective 1/3	3	THEA 4485 or 4486	3
THEA 4111 or Free Elective (3000 or 4000) 1/4	3	THEA 4111 or Free Elective (3000 or 4000) 3/4	3
Free Elective (3000 or 4000) 2/4	3	Free Elective (3000 or 4000) 4/4	3
THEA 4415	3	THEA 3000-4000 elective 3/3	3
THEA 3000-4000 elective 2/3	3	XIDS 2100 (if needed)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	12 or 15
Milestones		Milestones	
Free Electives must be 3000-4000 level and may be THEA courses, and/or courses outside the major.		Free Electives must be 3000-4000 level and may be THEA courses, and/or courses outside the major.	

PHYS - 1111L - Introductory Physics I Laboratory

2024-2025 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. Lab Hours, change from 3 to 2 hours.

Desired Effective Semester *

Fall

Desired Effective Year *

2024

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 *

College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

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*

Course Number* 1111L

Course Title* Introductory Physics I Laboratory

Long Course Title Introductory Physics I Laboratory

Course Type - DO NOT EDIT*

Catalog Course Description* The lab component of PHYS 1111 which must be a co-requisite.

Prerequisites NA

Corequisites PHYS 1111

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

Grading*

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* 2

Credit Hrs* 1

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 NA

Restrictions NA

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

Justification and Assessment

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

- 1) The student will demonstrate a basic understanding of mechanics principles by correctly solving problems at the introductory level in a laboratory setting.
- 2) The student will be able to apply physics concepts to situations in class and in life.

3) The student will be able to use correct terminology to communicate physics concepts to others.

Rationale* The labs have been improved in the last year to be taught more effectively in a two hour time span. We tested this out in the summer of 2022, and found it to be successful.

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* 130

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, NA please list N/A.*

Fee Justification* NA

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* 48931

Lab for Phys 1111

PHYS-1111L

Spring 2022 Section 03 1 Credits 01/08/2022 to 05/10/2022 Modified 01/09/2022

Description

The lab component of PHYS 1111 which must be a co-requisite.

Requisites

Prerequisites:

Corequisites:

PHYS 1111

Contact Information

Instructor: Dr. Gary N Chesnut

Email: nchesnut@westga.edu

Office: Boyd 217

Phone: 6788394094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours

Tuesday: 10 - 11 am and 1 - 2 pm

Thursday: 10 - 11 am

Friday: 1 - 2 pm

Or, by appointment.

Meeting Times

Thursday, 1:00 PM to 3:50 PM, Boyd 201

Materials

Lab packets will be available in the bookstore.

Outcomes

- 1) The student will demonstrate a basic understanding of mechanics principles by correctly solving problems at the introductory level in a laboratory setting.
- 2) The student will be able to apply physics concepts to situations in class and in life.
- 3) The student will be able to use correct terminology to communicate physics concepts to others.

✓ Evaluation

Lab assignments for each week will be worth 100 points. There will be two formal labs in which lab reports are written. Bonus points will be attached to these assignments. Final grades will be calculated by averaging the grades of the weekly lab assignments.

One lab grade in the semester may be dropped, but it cannot be a Formal Lab. Lab reports and assignments are due at the beginning of the following class. Lab reports and assignments will lose 20 points every weekday they are late. And, late lab reports must be submitted to the instructor, not to the TA.

Criteria

Breakdown

Final grades will be assigned according to the following scale:

A: 90-100, B: 80-89, C: 70-79, D: 60-69, F < 60

☰ Assignments

📅 Schedule

Jan. 13: Introduction & syllabus review

Jan. 20: Lab1: The Motion Detector

Jan. 27: Lab2: Acceleration

Feb. 3: Lab3: Addition of Vectors

Feb. 10: Lab4: Projectile Motion (Formal Lab)

Feb. 17: Lab5: Force & Motion

Feb. 24: Lab6: Force, Mass, & Acceleration

March 3: Lab7: Other Forces

March 10: Lab8: Work & Energy

March 17: Lab9: Conservation of Energy

March 24: SPRING BREAK - NO LAB

March 31: Lab10: Collisions & Momentum

April 7: Lab12: Rotational Motion (Formal Lab)

April 14: Lab11: Static Equilibrium

April 21: Lab13: Simple Harmonic Motion

April 28: Excused Makeup Lab

* Course Policies and Resources

Attendance: The class will meet on Thursdays. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during

the semester. Such written notice does not imply a waiver of course requirements.

Academic Honesty: While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment to receiving a failing grade in the course.

Cell Phones & Electronic Devices: During class please keep your phone put away and in the vibrate mode.

Students with Special Needs: If you need special accommodations, you are encouraged to meet with me or email me as soon as possible to discuss them.

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

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

PHYS - 2211L - Principles of Physics I Laboratory

2024-2025 Undergraduate Revise Course Request

General Information

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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.

- 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. Lab Hours, change from 3 to 2 hours.

Desired Effective Semester *

Fall

Desired Effective Year *

2024

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 *

College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

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*

PHYS

Course Number* 2211L

Course Title* Principles of Physics I Laboratory

Long Course Title Principles of Physics I Laboratory

Course Type - DO NOT EDIT*

Physics

Catalog Course Description* The lab component for PHYS 2211 which must be a co-requisite.

Prerequisites NA

Corequisites PHYS 2211

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

3

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* 2

Credit Hrs* 1

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 NA

Restrictions NA

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) The student will demonstrate a basic understanding of mechanics principles by correctly solving problems at the introductory level in a laboratory setting.
- 2) The student will be able to apply physics concepts to situations in class and in life.

3) The student will be able to use correct terminology to communicate physics concepts to others.

Rationale* The labs have been improved in the last year to be taught more effectively in a two hour time span. We tested this out in our PHYS 1111 course in the summer of 2022 (which is similar), and found it to be successful. The longer labs actually have a negative impact on the student performance and experience.

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* 60

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* 48937



Lab for PHYS 2211

PHYS-2211L

Spring 2021 Section 02 1 Credits 01/09/2021 to 05/11/2021 Modified 02/10/2021

Description

The lab component for PHYS 2211 which must be a co-requisite.

Requisites

Prerequisites:

Corequisites:

PHYS 2211

Contact Information

Instructor: Dr. G. Neal Chesnut

Email: nchesnut@westga.edu

Office: Boyd 217

Phone: 678-839-4094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Meeting Times

Lab

Thursday, 9:00 AM to 11:50 AM, Boyd 201

Materials

Materials will be provided. However, if there were an extended shutdown of the university, an online resource, Pivot Interactives, would be utilized which cost about \$10/semester/student. The student would need to purchase this item.

Outcomes

- 1) The student will demonstrate a basic understanding of mechanics principles by correctly solving problems at the introductory level in a laboratory setting.
- 2) The student will be able to apply physics concepts to situations in class and in life.
- 3) The student will be able to use correct terminology to communicate physics concepts to others.

Evaluation

Criteria

Lab assignments for each week will be worth 100 points. There will be two formal labs in which lab reports are written. Bonus points will be attached to these assignments. Final grades will be calculated by averaging the grades of the weekly lab assignments.

One lab grade in the semester may be dropped, but it cannot be a Formal Lab.

Lab reports and assignments are due at the beginning of the follow class. Lab reports and assignments will loss 20 points every weekday they are late. And, late lab reports must be submitted to the instructor, not to the TA.

Breakdown

Final grades will be assigned according to the following scale:

A: 90-100, B: 80-89, C: 70-79, D: 60-69, F < 60

Assignments

Schedule

Jan. 14: Introduction & syllabus review

Jan. 21: Lab1: The Motion Detector

Jan. 28: Lab2: Acceleration

Feb. 4: Lab3: Addition of Vectors

Feb. 11: NO LAB

Feb. 18: Lab4: Projectile Motion (Formal Lab)

Feb. 25: Lab5: Force & Motion

Mar. 4: Lab6: Force, Mass, & Acceleration

Mar. 11: Lab7: Other Forces

Mar. 18: Spring Break

Mar. 25: Lab8: Work & Energy

April 1: Lab9: Conservation of Energy

April 8: Lab10: Collisions & Momentum

April 15: Lab11: Static Equilibrium

April 22: Lab12: Rotational Motion (Formal Lab)

April 29: Makeup Lab

* Course Policies and Resources

Attendance: The class will meet one day a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

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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.

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Honor Code

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

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>).

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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).

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ELL Resources

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

COVID-19

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

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

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

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

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

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

Additional Items

PHYS - 3013 - Basic Electronics

2024-2025 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. Lab Hours.

Desired Effective Semester *

Fall

Desired Effective Year *

2024

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 *

College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

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*

PHYS

Course Number* 3013

Course Title* Basic Electronics

Long Course Title Basic Electronics

Course Type - DO NOT EDIT*

Physics

Catalog Course Description* Electronic principles, basic circuits and components, theory and applications of powers supplies, amplifiers and oscillators. (At level of Simpson.)

Prerequisites Prerequisite: PHYS 2212 or Permission of Instructor

Corequisites NA

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* 1

Lab Hrs* 2

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 NA

Restrictions NA

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

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a

This course was previously taught with antiquated circuitry equipment which took much longer to accomplish the lab goals. In the past few years, we updated the class utilizing technology such as arduinos, which are capable of much more by using a computer interface. The labs can now be done

numbered list format. in half of the time, which is why we would like to change the lab hours from four to two.

Rationale* Arduino's, which are used in circuit design, are much easier to work with, and allow us to accomplish lab goals in a much quicker fashion. Actually, it is not just about time. We are able to teach the students more in the two hour lab time.

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* NA

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* 48941



Basic Electronics

PHYS-3013

Fall 2021 Section 01 3 Credits 08/11/2021 to 12/10/2021 Modified 10/04/2023

Description

Electronic principles, basic circuits and components, theory and applications of powers supplies, amplifiers and oscillators. (At level of Simpson.)

Requisites

Prerequisites:

PHYS 2212

Corequisites:

Contact Information

Instructor: Dr. G. Neal Chesnut

Email: nchesnut@westga.edu

Office Hours

Boyd 217

Tuesday: 10 - 11 am.

Wednesday: 10 am - 12, 2:45 - 3:30 pm.

Thursday: 10 - 11 am, 3:30 - 4:30 pm.

Or by appointment.

Meeting Times

Lecture & Lab

Tuesday, Thursday, 12:30 PM to 2:30 PM, Boyd 205

Materials

The lab portion of the course utilizes arduino technology. You will be able to study a variety of sensors with respect to circuitry. The arduino kits will be provided.

Grob's Basic Electronics

Author: Mitchel Schultz

Publisher: McGraw Hill

Edition: 12th

ISBN: 0073373877

Availability: Campus Bookstore or online

Outcomes

- 1) The student will demonstrate an advanced understanding of basic electronics principles by correctly solving problems at an advanced level.
- 2) The student will be able to apply these concepts to hands-on projects in class.
- 3) The students will be able to apply their advanced knowledge of electronics in personal and professional experiences.

Evaluation

Criteria

Final grades will be assigned according to the following scale:

A: 90-100, B: 80-89, C: 70-79, D: 60-69, F < 60

Breakdown

Exams: 35 %

Projects: 55 %

Final Exam/Project: 10 %

Assignments

Schedule

Dates	Chapters/Exams	
Aug. 12 - 17	Ch. 2	Resistors (and syllabus)
Aug. 17	Ch. 3	Ohm's Law
Aug. 19	Ch. 4	Series Circuits
Aug. 24	Ch. 5	Parallel Circuits
Aug. 26	Ch. 6	Series Parallel Circuits
Aug. 31	Exam 1	Ch. 2 - 6
Sept. 2		Project
Sept. 7	Ch. 7	Voltage Dividers & Current Dividers
Sept. 9		Project
Sept. 14	Ch. 8	Analog & Digital Multimeters
Sept. 16		Project
Sept. 21	Ch. 9	Kirchhoff's Laws
Sept. 23		Project
Sept. 28 - 30	Ch. 10	Network Theorems
Oct. 5	Exam 2	Ch. 7 - 10
Oct. 7		FALL BREAK

Oct. 12	Ch. 11	Conductors & Insulators
Oct. 14	Ch. 12	Batteries
Oct. 19	Ch. 13	Magnetism
Oct. 21		Project
Oct. 26	Ch. 14	Electromagnetism
Oct. 28		Project
Nov. 2	Ch. 15	Alternating Voltage & Current
Nov. 4	Exam 3	Ch. 11 – 15
Nov. 9	Ch. 16	Capacitance
Nov. 11		Project
Nov. 16	Ch. 17 & 18	Capacitive Reactants & Circuits
Nov. 18	Ch. 19, 20, & 21	Inductance/Inductive Reactance/Inductive Circuits
Nov. 23-25		THANKSGIVING
Nov. 30		Project
Dec. 2		Project

Dec. 9	Final Exam/Project	Cumulative, 11-12:30 pm, (Ch16-21 or project)
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* Course Policies and Resources

Attendance: The class will meet two days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Exams: There will be three exams. Partial credit may be given. All solutions must show the logical steps involved in the problem, and answers must include the correct units.

Final Exam/Project: The final may be a written exam or potentially a project.

Academic Honesty: While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

Cell Phones & Electronic Devices: During class please keep your phone put away and in the vibrate mode.

Extra Credit: If there is a lecture on a physics related topic, I may give extra credit for attendance at such an event. There will be no extra credit given to individual students.

Students with Special Needs: If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

Institutional Policies

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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

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COVID-19

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

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

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

Additional Items

ECED - 3250 - Teaching Elementary Mathematics 1

2024-2025 Undergraduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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College - School/ Department*

Department of Early Childhood through Secondary Education and Reading

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

ECED

Course Number*

3250

Course Title* Teaching Elementary Mathematics 1

Long Course Title

Course Type*

Early Childhood / Elementary Education

Catalog Course Description* Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to whole-number, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to Teacher Education (TE)

Is this a General Education course?*

Yes No

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

Area A
 Area B
 Area C
 Area D
 Area E

Status*

Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* This course is currently a special topics course (ECED 4285, K-2). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

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

1. Gain an understanding of the mathematical content, concepts, and procedures underlying k-5 elementary mathematics within the domains of numerical reasoning and patterning and algebraic reasoning through mathematics tasks undertaken in and out of class, both independently and collaboratively.
2. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
3. Become familiar with strategies to organize mathematical content for maximum understanding of mathematics.
4. Identify, describe, reflect on strategies that maximize understanding of mathematics; for example, problem solving, number sense, spatial sense and geometry, operations, properties, computations, measurement, and graphing.
5. Become familiar with assessment techniques that support learning and instructional planning, especially formative assessment.

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* 150

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.

ECED 3250-Teaching Elementary Mathematics 1

*Course Information

Course Description

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to whole-number, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program

Delivery Method: Partially at a Distance or Entirely Online

Student Learning Outcomes

1. Gain an understanding of the mathematical content, concepts, and procedures underlying k-5 elementary mathematics within the domains of numerical reasoning and patterning and algebraic reasoning through mathematics tasks undertaken in and out of class, both independently and collaboratively.
2. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
3. Become familiar with strategies to organize mathematical content for maximum understanding of mathematics.
4. Identify, describe, reflect on strategies that maximize understanding of mathematics; for example, problem solving, number sense, spatial sense and geometry, operations, properties, computations, measurement, and graphing.
5. Become familiar with assessment techniques that support learning and instructional planning, especially formative assessment.

ECED - 3260 - Teaching Elementary Mathematics 2

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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College - School/ Department*

Department of Early Childhood through Secondary Education and Reading

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

ECED

Course Number*

3260

Course Title* Teaching Elementary Mathematics 2

Long Course Title

Course Type*

Early Childhood / Elementary Education

Catalog Course Description* Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to integers, measurement, data reasoning, geometry, and spatial reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Yes No

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

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

Prerequisites ECED 3250

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to Teacher Education program (TE)

Is this a General Education course?*

Yes No

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

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

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* This course is currently a special topics course (ECED 4285, 3-5). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

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

1. Gain an understanding of the mathematical content, concepts, and procedures underlying k-5 elementary mathematics within the domains of numerical reasoning, measurement and data reasoning, and geometric and spatial reasoning through mathematics tasks undertaken in and out of class, both independently and collaboratively.
2. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
3. Become familiar with strategies to organize mathematical content for maximum understanding of mathematics.
4. Identify, describe, reflect on strategies that maximize understanding of mathematics; for example, problem solving, number sense, spatial sense and geometry, operations, properties, computations, measurement, and graphing.
5. Become familiar with assessment techniques that support learning and instructional planning, especially formative assessment.

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* 150

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

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

Fee Justification

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

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

ECED 3260-Teaching Elementary Mathematics 2

*Course Information

Course Description

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to integers, measurement, data reasoning, geometry, and spatial reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience.

Credit Hours: 3 hours

Prerequisites: Admission to Teacher Education program, ECED 3250

Delivery Method: Partially at a Distance or Fully Online

Student Learning Outcomes

1. Gain an understanding of the mathematical content, concepts, and procedures underlying k-5 elementary mathematics within the domains of numerical reasoning, measurement and data reasoning, and geometric and spatial reasoning through mathematics tasks undertaken in and out of class, both independently and collaboratively.
2. Distinguish between conceptual and procedural knowledge in mathematics and understand how to connect procedures to underlying concepts.
3. Become familiar with strategies to organize mathematical content for maximum understanding of mathematics.
4. Identify, describe, reflect on strategies that maximize understanding of mathematics; for example, problem solving, number sense, spatial sense and geometry, operations, properties, computations, measurement, and graphing.
5. Become familiar with assessment techniques that support learning and instructional planning, especially formative assessment.

MGNT - 3400 - Introduction to Project Management

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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College - School/ Department*

Department of Management

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

MGNT

Course Number*

3400

Course Title* Introduction to Project Management

Long Course Title

Course Type*

Management

Catalog Course Description* Project Management has become critical to the effective and efficient implementation of tasks across diverse industries. From the design, planning, implementation, and completion, this course helps students understand the tools and techniques necessary to properly manage project. Students will participate in "hands-on" examples design to help them understand the foundations of project management.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions n/a

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course will be part of the new concentration in Project Management.

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

1. Understand and explain the project life cycle.
2. Recognize the behaviors that are closely associated with effective project management.
3. Understand fundamental processes and tools associated with project management.

REQUIRED ATTACHMENTS

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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* 35

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

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

Fee Justification n/a

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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.

MGNT 3400: Introduction to Project Management

COURSE DESCRIPTION

Project Management has become critical to the effective and efficient implementation of tasks across diverse industries. From the design, planning, implementation, and completion, this course helps students understand the tools and techniques necessary to properly manage project. Students will participate in “hands-on” examples design to help them understand the foundations of project management.

LEARNING OUTCOMES

- Understand and explain the project life cycle.
- Recognize the behaviors that are closely associated with effective project management.
- Understand fundamental processes and tools associated with project management.

INSTRUCTOR INFORMATION

NAME:

Thomas W. Gainey, Ph.D.

OFFICE LOCATION:

Richards Hall 222

BOOKS AND MATERIALS:

Project Management: Achieving Competitive Advantage (2019). Jeffrey K. Pinto. Pearson.

GRADES:

Your grade will consist of two exams (a midterm and a final), three assignments, and one presentation.

Midterm	20%
Final Exam	20%
Assignments	30%
Project and Presentation	30%

MGNT - 3405 - Event Planning and Management

2024-2025 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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College - School/ Department*

Department of Management

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

MGNT

Course Number*

3405

Course Title* Event Planning and Management

Long Course Title

Course Type*

Management

Catalog Course Description* In this course, you will learn the building blocks of hosting and managing safe, effective events. This course covers topics such as planning, risk management, site selection, contracts, marketing, and budgeting of various event types.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions n/a

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* This course will be a part of the Project Management concentration.

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

1. Develop events from conception to execution
2. Coordinate technical aspects of an event
3. Develop event objectives including timeline, budget, and program
4. Identify best practices for risk management, site selection, etc.
5. Solve logistical event issues including site selection, parking, safety, 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* 35

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

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

Fee Justification n/a

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

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

MGNT 3405: Event Planning & Management

Course Description:

In this course, you will learn the building blocks of hosting and managing safe, effective events. This course covers topics such as planning, risk management, site selection, contracts, marketing, and budgeting of various event types.

Learning Objectives:

- Develop events from conception to execution
- Coordinate technical aspects of an event
- Develop event objectives including timeline, budget, and program
- Identify best practices for risk management, site selection, etc.
- Solve logistical event issues including site selection, parking, safety, etc.

Instructor: Samantha White
Office: Roy Richards Sr. Hall #243
Phone: 678-839-4827
Email: sdwhite@westga.edu

Textbook: *Events Management: Principles and Practice* by Raj, Walters, and Rashid (2017). Sage Publications.

Grading:

3 Exams	45%
Project & Presentation	30%
Assignments	25%

Management, B.B.A.

2024-2025 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 *

Fall

Desired Effective Year *

2024

Routing Information

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School/ Department*

Department of Management

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

If other, please identify. n/a

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* Management, B.B.A.

Program ID - DO NOT EDIT* 4279

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The B.B.A. program in Management is designed to prepare students to effectively plan, organize, direct, and control organizational resources. Students can pursue a traditional plan of study or concentrate their studies in human resource management, supply chain management, project management, or entrepreneurship and small business management. The management program helps prepare students for a variety of positions in regional, national, or international organizations or to pursue graduate studies.

Accreditation: AACSB

Learning Outcomes

Students will be able to examine and analyze basic employment-related data.

Students will be able to identify and evaluate issues involved in international business relationships.

Students will be able to identify basic principles associated with leadership.

Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirement

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

Core Curriculum

Core Area A

(Grade of C or higher)

must include:

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

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

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics

C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Business and Spreadsheet Analysis

Required Supporting Courses:

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

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
[Before]and

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus
[After] and

MATH 1413 Survey of Calculus
BUS 2106 Legal and Ethical Environment of Business
CISM 2201 Foundations of Business and Spreadsheet Analysis

Business Core (27 Hours)

This Business Core courses are required of each RCOB major pursuing a B.B.A. Degree.

ABED 3100 Business Communication
CISM 3330 Management of Information Systems
ECON 3402 Statistics for Business I
ECON 3406 Statistics for Business II
FINC 3511 Corporate Finance
MGNT 3600 Management
MGNT 3615 Operations Management
MKTG 3803 Principles of Marketing
MGNT 4625 International Management
[After] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

B.B.A. - Management (24 Hours)

Required Courses (For all Concentrations) (12 Hours)

These four courses must be taken by all Management Majors regardless of their concentrations. If MGNT 3633 is not available, students may substitute MKTG 3808.

MGNT 3605 Organizational Behavior
MGNT 3633 Research Methods for Managers
MGNT 4620 Human Resource Management
MGNT 4660 Strategic Management
[After] If MGNT 3633 is not available, MKTG 3808 is allowed as a substitute.

Traditional Management Concentration (12 Hours)

The Traditional Concentration requires 12 credit hours. Students must take MGNT 3618 . Students may then select three additional courses (9 credit hours) from the list provided.

MGNT 3618 Entrepreneurship and Small Business Management
[After]

Traditional Concentration Selects (Choose 3):

MGNT 3602 Business Law
MGNT 3603 The Creative Startup
MGNT 3611 Leadership
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3635 Growing the Small Business
MGNT 3640 Lean Six Sigma
MGNT 3645 Corporate Social Responsibility
MGNT 4330 Enterprise Architecture
MGNT 4355 Cyber Security

MGNT 4610 Logistics
MGNT 4615 Supply Chain Management

MGNT 4616 Project Management
MGNT 4621 Human Resource Applications and Analytics
MGNT 4630 Dispute Resolution in Contemporary Organizations
MGNT 4640 Employment Law
MGNT 4681 Compensation Management
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Human Resource Management Concentration (12 Hours)

For the Human Resource Management Concentration, students must take MGNT 4621, MGNT 4640, MGNT 4681, and one additional select course (taken from the list provided).

MGNT 4621 Human Resource Applications and Analytics
MGNT 4640 Employment Law
MGNT 4681 Compensation Management
[After]

Human Resource Management Concentration Select (Choose 1):

MGNT 3602 Business Law
MGNT 3611 Leadership
MGNT 3618 Entrepreneurship and Small Business Management
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3645 Corporate Social Responsibility
MGNT 4630 Dispute Resolution in Contemporary Organizations
MGNT 4680 Human Resources Practicum
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Entrepreneurship and Small Business Management Concentration (12 Hours)

For the Entrepreneurship and Small Business Management Concentration, students must take MGNT 3603, MGNT 3618, MGNT 3635, and one additional select course (taken from the list provided).

MGNT 3603 The Creative Startup
MGNT 3618 Entrepreneurship and Small Business Management
MGNT 3635 Growing the Small Business
[After]

Small Business Management Concentration Select (Choose 1):

MGNT 3602 Business Law
MGNT 3611 Leadership
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3640 Lean Six Sigma
MGNT 3645 Corporate Social Responsibility
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
MGNT 4616 Project Management
MGNT 4630 Dispute Resolution in Contemporary Organizations
MGNT 4640 Employment Law
MGNT 4681 Compensation Management
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Supply Chain Management Concentration (12 Hours)

For the Supply Chain Management Concentration, students must take MGNT 3640, MGNT 4610, MGNT 4615 and one additional select course (taken from the list provided).

MGNT 3640 Lean Six Sigma
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
[After]

Supply Chain Management Concentration Select (Choose 1):

- MGNT 3611 Leadership
- MGNT 3618 Entrepreneurship and Small Business Management
- MGNT 3625 Contemporary Issues in Management
- MGNT 3627 Managing Cultural Differences
- MGNT 3645 Corporate Social Responsibility
- MGNT 4616 Project Management
- MGNT 4630 Dispute Resolution in Contemporary Organizations
- MGNT 4682 Special Problems in Management
- MGNT 4684 Management Study Abroad
- MGNT 4686 Business Internship (Management)

Project Management Concentration (12 Hours)

- MGNT 3400 Introduction to Project Management
- MGNT 3405 Event Planning and Design
- MGNT 4616 Project Management
- [Before]Take 1 of the following courses:
- MGNT 3603 The Creative Startup
- MGNT 3611 Leadership
- MGNT 3618 Entrepreneurship and Small Business Management
- MGNT 3625 Contemporary Issues in Management
- MGNT 3635 Growing the Small Business
- MGNT 3640 Lean Six Sigma
- MGNT 3645 Corporate Social Responsibility
- MGNT 4610 Logistics
- MGNT 4615 Supply Chain Management
- MGNT 4681 Compensation Management
- MGNT 4684 Management Study Abroad
- MGNT 4686 Business Internship (Management)

3

Approved Electives (9 Hours)

Elective 1 (3 Hours)

Elective 2 (3 Hours)

Elective 3 (3 Hours)

At least one elective must be taken in the RCOB or from approved FinTech courses.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* For the Project Management Concentration, students will be required to take 12 hours. Students will take MGNT 3400, MGNT 3405, MGNT 4616, and one additional course (a list of acceptable courses was provided).

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kgwaltney@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 n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

B.B.A. - Management Concentration: Project Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625	[3] 3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633	[4] 3		
				MGNT 4620	3		
				MGNT 4660	3		
Concentration in Project Management							
				MGNT 3400	3		
				MGNT 3405	3		
				MGNT 4616	3		
				Major Select (Choose 1) MGNT 3603, 3611, 3618, 3625, 3635, 3640, 3645, 4610, 4615, 4681, 4684, 4686	3		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 9-3-2020

Political Science, B.S.

2024-2025 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 *

Fall

Desired Effective Year *

2024

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*

Department of Civic Engagement and Public Service

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

Yes

No

Is this a College of Education Program?*

Yes

No

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

Yes

No

Is this 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

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* Political Science, B.S.

Program ID - DO NOT EDIT* 4341

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Bachelor of Science in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Learning Outcomes

1. Describe the American Constitutional government system
2. Compare political systems.
3. Demonstrate ability to write effectively about political phenomena
4. Demonstrate the ability to speak effectively about political phenomena.
5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
6. Construct research designs to investigate systematically political phenomena
7. Illustrate the effective collection and use of information related to political phenomena
8. Produce evidence of application of political science knowledge to political phenomena
9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
10. Analyze political issues and phenomena using political science concepts, theories, and methods.
11. Design systematic empirical analysis to draw conclusions about the political world.
12. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Political Science with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Core Area F-I: 18 Hours

Foundations of Social Science

Learning Outcomes same as Core Area E (see Core Curriculum)

[Left] Take at least 2 courses from among the following (minimum 6 hours)

POLS 2101 Introduction to Political Science

POLS 2201 State and Local Government

POLS 2401 Global Issues

POLS 2601 Introduction to Political Science Inquiry

[Left] Take the remaining hours from among the following:

ANTH 1102 Introduction to Anthropology

BUSA 2106 Legal and Ethical Environment of Business

MATH 1401 Elementary Statistics

PHIL 2010 Introduction to Philosophy

PHIL 2020 Critical Thinking

PHIL 2030 Introduction to Ethics

XIDS 2100 Arts and Ideas: Special Topics

XIDS 2300 Interdisciplinary Studies in Social Sciences

XIDS 2301 Introduction to Global Studies

[After] Any 2000 level POLS class

[After] Any 1000 or 2000 level course in COMM, FREN, GRMN, HIST, PSYC, or SPAN

[After] Any 2000 level course in ACCT, CRIM, ECON, ENGL, GEOG, or SOCI

Major Courses: 42 Hours

Seven 4000 level political science courses: 21 Hours

Seven 4000 level political science courses: 21 Hours

All majors must complete a capstone experience

3.0-15.0 hours

A minimum of 21 additional upper division hours in political science.

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Politics FOR POLS 4221 Government Organization and Administrative Theory

Notes:

No more than 15 hours of directed readings or independent study may count toward the major.

No POLS course in which the student receives a grade lower than a "C" may count toward the major.

*Capstone courses are designated each semester. Each student must successfully complete at least one capstone experience.

Note:

No more than 3 hours of directed readings or independent study may count toward the major, and none can be used to satisfy the political science subfield requirements listed above. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

Electives: 18 Hours

(at least 6 hours must be upper division courses).

Total: 120 Hours

** PHIL 4115 may be selected to satisfy this requirement.

PROGRAM CURRICULUM

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

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Follow these steps to propose courses to the program curriculum.

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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* The current political science curriculum was created decades ago. We are making changes so that the major can be more dynamic and nimble in relation to student needs and desires. We want to institute a system by which we take student course requests into consideration, and eliminating the need to schedule at least one of every subfield every semester will make the schedule more responsive to student needs.

In addition, the removal of the subfield requirements allows students to tailor the major to their own interests in a more fundamental way. We are also increasing credit hours required to be more in line with other majors on campus. This will ensure that majors will still get a really solid foundation in the fundamentals of political science.

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 kgwaltney@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 documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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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.

**Academic Year
Program Map
BS in POLITICAL SCIENCE**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
A1 ENGL 1101	3	A1 ENGL 1102	3
E3 POLS 1101	3	E1 or E2: History	3
F PHIL 2020	3	D1 Science + lab	4
A2 MATH 1401	3	C1 Fine Arts	3
D1 Non-lab science	3	B1 Oral communications	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
F1 POLS 2101	3	E1 or E2: History	3
C2 Humanities	3	F1: POLS 2201, 2401, or 2601	3
E4 Social Science	3	F1: 1000 or 2000 level class as specified	3
D2 Math/Science/ Tech	3	F2: 3000 level POLS class	3
B2 Other institutional priorities	2	F2: 3000 level POLS class	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
POLS 3000	3	POLS 4000	3
POLS 3000	3	POLS 4000	3
POLS 4000	3	POLS 4000	3
ELECTIVE (upper division)	3	Elective	3
ELECTIVE	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
POLS 3/4000	3	Capstone Experience	3
POLS 3/4000	3	4000 level POLS	3
POLS 3/4000	3	4000 level POLS	3
Elective (Upper division)	3	4000 level POLS	3
Elective	3	4000 level POLS	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

The Bachelor of Science in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Learning Outcomes

1. Describe the American Constitutional government system
2. Compare political systems.
3. Demonstrate ability to write effectively about political phenomena
4. Demonstrate the ability to speak effectively about political phenomena.
5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
6. Construct research designs to investigate systematically political phenomena
7. Illustrate the effective collection and use of information related to political phenomena
8. Produce evidence of application of political science knowledge to political phenomena
9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
10. Analyze political issues and phenomena using political science concepts, theories, and methods.
11. Design systematic empirical analysis to draw conclusions about the political world.
12. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Political Science with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Requirement

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

Core Curriculum

Core Area F-I: 18 Hours

(Foundations of Social Science)

Learning Outcomes same as Core Area E (see Core Curriculum)

1. POLS 2101 - Introduction to Political Science 3 Credit Hours
2. POLS 2601 - Introduction to Political Science Inquiry 3 Credit Hours

Choose four courses from the following:

ANTH 1102 - Introduction to Anthropology 3 Credit Hours

BUSA 2106 - Legal and Ethical Environment of Business 3 Credit Hours

MATH 1401 - Elementary Statistics 3 Credit Hours

PHIL 2010 - Introduction to Philosophy 3 Credit Hours

PHIL 2020 - Critical Thinking 3 Credit Hours
PHIL 2030 - Introduction to Ethics 3 Credit Hours
XIDS 2100 - Arts and Ideas: Special Topics 3 Credit Hours
XIDS 2300 - Interdisciplinary Studies in Social Sciences 3 Credit Hours
XIDS 2301 - Introduction to Global Studies 3 Credit Hours
Any 2000 level course in ACCT, CRIM, ECON, ENGL, GEOG, or SOCI
Any 1000 or 2000 level course in COMM, FREN, GRMN, HIST, PSYC, or SPAN

Major Courses: 42 Hours

All majors must complete:

A minimum of 21 hours of 4000 level political science classes.

A capstone experience (3-15 hours).*

ABM students can substitute the following graduate courses for the noted undergraduate courses:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Note:

No more than 15 hours of directed readings or independent study may count toward the major.

No POLS course in which the student receives a grade lower than a "C" may count toward the major.

*Capstone courses are designated each semester. Each student must successfully complete at least one capstone experience.

Electives: 18 Hours

(at least 3 hours must be upper division courses)

Total: 120 Hours

POLS 4984 will be eliminated once the current catalog students are finished, but will not be eliminated from the catalog at this time.

POLS 4186 - Internship in Government 1.0 - 15.0 Credit Hours.

POLS - 3000 - College to Career

2024-2025 Undergraduate New Course Request

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

Desired Effective Semester*

Spring

Desired Effective Year*

2024

Routing Information

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College - School/ Department*

Department of Civic Engagement and Public Service

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

POLS

Course Number* 3000

Course Title* College to Career

Long Course Title College to Career: Mastering Skills for Public Service

Course Type*

Political Science

Catalog Course Description* This course is designed to equip students with the essential skills needed for successful progression in their public service major, as well as a successful career in public service. Starting with an overview of both technical and soft skills, the course guides students through practical applications, helping them map these skills to various career paths and educational experiences. Special emphasis is placed on self-assessment and pulse checks, allowing students to align their personal interests and competencies with prospective roles in public service. The course also delves into vital workplace skills like professionalism, time management, emotional intelligence, and effective communication. By the end, students will have created a detailed skills checklist, a project management plan, and a professional development strategy, all tailored to set them up for success in their chosen field.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites N/A

Concurrent Prerequisites N/A

Corequisites N/A

Cross-listing CRIM 3000

Restrictions N/A

Is this a General Education course? Yes No

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

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

Status* Active-Visible Inactive-Hidden

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

- Entirely Online
- Hybrid
- Fully Online

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

Grading*

Justification and Assessment

Rationale* Research has demonstrated that relevancy and identification of skill development aids in learning retention, as well as a growth mindset, strengthening resiliency, and self-efficacy (Dweck & Yeager, 2019). This not only translates into higher academic achievement but has also shown to be related to students' confidence in career exploration and planning (Betz & Voyten, 1997). The University of West Georgia provides skill development within the core curriculum. Specifically, introductions to career selection, communication, and growth mindset are embedded within our Academic Transition Programs and courses. Moreover, reflection and holistic assessment of skills and career plans are woven into the disciplines' capstone courses to establish mastery of skills and programmatic objectives. However, both disciplines currently provide no methods of reinforcing and establishing skills within public service majors and careers. This has created a strong disconnect, as students may identify their interests and skills during completion of their core curriculum; however, these self-assessments are not contextualized within their selected major or career goals until the end of their college career. Providing students with career exploration within a mid-college career course focused on skill identification and development would bridge the gap and allow students to contextualize their course selections based on their plan of self-development. Lastly, explaining skills, defining them, distinguishing soft and hard skills, showing methods of developing those skills in college, and then showing how one would use them in a public service career provides students with an identification framework, which may aid in an academic mindset. Instead of perceiving a group research paper as a waste of time, they may see this as an opportunity to collaborate, develop project management skills, learn collaboration software, and hone problem solving skills—all of which can then be recorded on their skills checklist, as a concrete method to motivate, engage, and retain students. Ideally, students who can see the relevancy will become more engaged and seek out more opportunities for traditional and experiential learning opportunities, which will increase their own sense of belonging and connectedness to UWG. Moreover, this should increase employability: a recent college graduate will be able to pull direct examples of how they "handled a difficult situation" or "mediated a conflict between two peers."

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

1. Recall the structure and main topics of the course as outlined in the Course Overview.
2. Define what is meant by "technical skills" and distinguish them from other types of skills.
3. Apply the concept of technical skills to different contexts such as jobs, social interactions, extracurricular activities, and courses.
4. Compare and contrast soft skills and hard skills.
5. Analyze the role of soft skills in public service careers using data from sources such as LinkedIn Future of Skills and Bureau of Labor Job Outlook.
6. Evaluate personal interests and career goals to create a skills checklist tailored for public service careers.
7. Identify the basic components of a computer including hardware like the motherboard, and software such as operating systems.
8. Interpret organizational charts to understand the chain of command within public service organizations.
9. Construct a realistic time management plan, taking into account identified distractions, time wasters, and enjoyments.
10. Evaluate real-life situations to determine emotional intelligence skills in action, focusing on self-management and understanding others.
11. Synthesize different methods of communication to effectively convey messages in both written and verbal formats in a public service setting.
12. Develop a project management plan incorporating objectives, tasks, and collaboration software.
13. Formulate solutions for given problems by identifying constraints and factors that increase solvability.
14. Plan a networking strategy that includes joining professional organizations and connecting with professionals in public service careers.
15. Create a comprehensive professional development plan that includes skill checklist, course plan, and strategies for resume development and interviewing.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30

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

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

Fee Justification N/A

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

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



College to Career: Mastering Skills for Public Service

CRIM-3000/POLS-3000

Description

This course is designed to equip students with the essential skills needed for successful progression in their public service major, as well as a successful career in public service. Starting with an overview of both technical and soft skills, the course guides students through practical applications, helping them map these skills to various career paths and educational experiences. Special emphasis is placed on self-assessment and pulse checks, allowing students to align their personal interests and competencies with prospective roles in public service. The course also delves into vital workplace skills like professionalism, time management, emotional intelligence, and effective communication. By the end, students will have created a detailed skills checklist, a project management plan, and a professional development strategy, all tailored to set them up for success in their chosen field.

Contact Information

Instructor: Dr. Vanessa Woodward Griffin/Dr. Paul Rutledge

Dr. Vanessa Woodward

Email: vwoodwar@westga.edu

Phone: 678-839-3842

Office Hours: T/Th 11-1pm, Pafford 134

Dr. Paul Rutledge

Email: Prutledg@westga.edu

Phone: 678-839-4997

Office Hours: M/W 11-1pm, Pafford 228

Materials

In Course

All Materials are Provided within the course materials at no additional cost to the student.

Price: 0/00

Outcomes

- Recall the structure and main topics of the course as outlined in the Course Overview.
- Define what is meant by "technical skills" and distinguish them from other types of skills.
- Apply the concept of technical skills to different contexts such as jobs, social interactions, extracurricular activities, and courses.
- Compare and contrast soft skills and hard skills.
- Analyze the role of soft skills in public service careers using data from sources such as LinkedIn Future of Skills and Bureau of Labor Job Outlook.
- Evaluate personal interests and career goals to create a skills checklist tailored for public service careers.
- Identify the basic components of a computer including hardware like the motherboard, and software such as operating systems.
- Interpret organizational charts to understand the chain of command within public service organizations.
- Construct a realistic time management plan, taking into account identified distractions, time wasters, and enjoyments.
- Evaluate real-life situations to determine emotional intelligence skills in action, focusing on self-management and understanding others.
- Synthesize different methods of communication to effectively convey messages in both written and verbal formats in a public service setting.
- Develop a project management plan incorporating objectives, tasks, and collaboration software.
- Formulate solutions for given problems by identifying constraints and factors that increase solvability.
- Plan a networking strategy that includes joining professional organizations and connecting with professionals in public service careers.
- Create a comprehensive professional development plan that includes skill checklist, course plan, and strategies for resume development and interviewing.

Evaluation

This course is a pass/fail course. Students must successfully complete 70% of the material with a "P," which is given for each score that is 70% or higher.

Assignments

Evaluation Exams

There are two (2) exams in this course.

Pre Assessment (5% of final grade) The pre-assessment exam is given as a completion grade to provide a benchmark of knowledge and awareness regarding skills and careers within public service. You will be provided two hours (120 minutes) to complete the exam.

Post Assessment (10% of final grade) The post exam is a comprehensive of material from the course. It will consist of 100 multiple choice questions. You will be provided two hours (120 minutes) to complete the exam.

Module Assignments

For each module, you are asked to complete some pre-reflection and post-reflection of the material to gauge your interests, beliefs, and knowledge about the material. Each one is a small writing assignment. Students will receive a grade of "P" (passing) as long as the work shows effort and is completed.

30 assignments, 2 points each, 60 points of final grade

Module Lesson Completions

Each module is provided in Articulate 360, which will require your participation and engagement in reviewing the material and answering questions throughout. Grades for module lessons are based on completion of each module.

Two points for each module, 30 points of final grade

Course Policies and Resources

Technology Needs for this Course

Before you begin work in this course, you need to be aware of a few technology issues. Please read the following carefully. These issues *must* be addressed before you begin the coursework. If you have a techno-savvy friend, you might ask them for assistance.

Browser Check: Your browser (Internet Explorer, Firefox, Safari, etc.), needs to be a certain version. Browsers that are not supported for CourseDen could (will!) cause you problems in the course. On your course listings page in CourseDen, you will find a link in the upper-right corner of the screen named **Check Browser**. Please perform this test to see if you are using a browser that is compatible with CourseDen.

CourseDen Scheduled Down Times: CourseDen has regularly scheduled down times that occur on the weekends. These down times usually occur every other Friday.

Plug-ins: It is possible that you will need plug-ins in this course, such as Adobe Acrobat Reader and others. Running a check with the browser checker should tell you which plug-ins you have and don't have.

Internet Connection: It is highly recommended that you use an Internet connection faster than 56K. DSL or Cable at home or a high bandwidth connection on a campus are suitable.

Technical Skills Needed for This Course

To be successful in this course you should be able to do:

1. Learn and use the course management system (D2L). Tutorials are available under course content.
2. Know how to send emails with attachments.
3. Create and submit files using Microsoft work or RTF.
4. Ability to copy and paste text.
5. Know how to download and install software.
6. Know how to use presentation / graphic programs.
7. Know how to use links to access outside information.

General Expectations

Students are expected to log into the course website daily and complete the required assignments by the scheduled date. Students are expected to read all course materials including module overviews and course announcements.

Academic Dishonesty

I expect students to conduct their academic work with both integrity and honesty. Acts of academic dishonesty will result (at minimum) in a zero for the assignment, but can also result in failure of the course.

All work should be completed individually.

Students should not use artificial intelligence to write assignments, discussions, etc. While AI can be a useful tool for understanding topics, grammatical questions, etc., students are expected to read, synthesize, and write papers without these tools. While AI detection is currently limited, *I reserve the right to request you partake in an oral exam on your assignment/paper should I suspect the writing to be AI generated.*

No excessive collaboration should occur. There should be no evidence of excessive collaboration on any assignment, test, project, etc., unless explicitly stated otherwise. Should there be excessive collaboration, the student(s) will be reported to the office of community standards and receive (at a minimum) a zero on the assignment.

Please review UWG's Honor Code and the outlined examples of academic dishonesty in [UWG's Student Handbook](#) ([https://westga.campusconcourse.com/\(https%3A/www.westga.edu/administration/vpsa/ocs/assets/docs/student-handbook-fall22.pdf\)](https://westga.campusconcourse.com/(https%3A/www.westga.edu/administration/vpsa/ocs/assets/docs/student-handbook-fall22.pdf))).

Class Decorum

Students are expected to conduct themselves in a professional manner. Participation in class discussions is required in this course; however, inappropriate and non-relevant comments will not be tolerated and can result in a zero for the assignment in question and/or other disciplinary action if this happens via email or messaging. Rude, obnoxious, and otherwise uncivil behavior will not be tolerated.

Late Work

Due dates for assignments are listed in the course schedule and are **firm deadlines**.

Excused Late Work:

Late work will be considered due to extreme, unforeseen circumstances. Unless the student is *physically unable* (i.e., unconscious, trapped due to snow and no electricity, etc.) to contact the professor, s/he *must contact the professor **before*** the work is due.

Excused late work will be submitted at the end of the semester.

Unexcused Late Work

During the last week of the course, you will be allowed to submit up to two missed assignments for 75% credit.

To do so, you will need to submit [this Google form \(https://forms.gle/nGdbJYZ7WBBsVKjn6\)](https://forms.gle/nGdbJYZ7WBBsVKjn6) no later than _____ @ 11:59pm.

Examples of unexcused late work:

- **Run-of-the-mill illness** is *not* an excuse, unless a doctor's note specifically states that you are unable to complete work from your home. If a doctor's note does specify this, the professor must have a copy of the doctor's note *before* the work being due.
- **Short-term Technological Issues:** it is your responsibility in taking an online class to ensure that you have Wi-Fi, Electricity, etc. If there are long-term issues (e.g., a snowstorm), these should be addressed prior to any work being due.
- **Misreading when something is due:** there are multiple reminders and methods to determine what is due and when it is due.
- **Missed-by-just-a-minute work:** Students have at least one week to complete the assignments, which is 168 hours, or 10,080 minutes. There is no reason that work should be submitted in the 10,080th

- **Sunday issues:** All work is due on Sunday, at 11:59pm. Students are expected to work in this class at least nine hours over three days per week. Issues arising on the last day are unacceptable.
- **Employment/Work Issues:** Having an outside job is not an excuse to be unable to submit work on time. (I say this having worked full time in college—I do empathize).
- **Vacation:** Lack of internet access, time, etc. are not acceptable excuses to miss work. Going on a cruise and not having internet access is not an acceptable excuse to miss assignment deadlines.

Response Time

During the week, I will respond to emails within 24 hours. On the weekends, I will respond to emails in 48 hours. Please email me on my westga email (vwoodwar@westga.edu), as I often have issues with CourseDen's email.

Email

- I answer emails only from your UWG email, in accordance with UWG policy.
- I prefer that you **e-mail me on my UWG email (vwoodwar@westga.edu)**. Please do not email me on my CourseDen email. All emails should be written in business letter format. Email etiquette is an incredibly important life skill, considering it is sometimes the first impression people have of you. Also, text-message style emails can come across as rude and disrespectful (whether intentional or not).
- Do not email (or ask) for extra credit! I will not answer extra-credit-request emails!

Each Email Should Have...

- **A Salutation:** Dear Dr. Griffin/Hello, Dr. Griffin/Good Evening, Dr. Griffin/Good Afternoon, Dr. Griffin, etc. *Always include the last name of your instructor/professor – never simply say “Hi, Professor.”*
- **Introduction:** My name is _____ (student name). I am a student in your _____ (Survey of Criminology Online Course).
- **Reason for Contact:** I am reaching out because I had a question regarding _____ (Assignment 2). Specifically, I do not understand...
- **Conclusion:** Thank you for your time and consideration.
- **Valediction/Sign Off:** Sincerely, /Best Regards,/Best, etc.
- **Name:** Make sure to give your full name (and sometimes your 917#, if needed)

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit <https://www.westga.edu/academics/university-college/student-success/index.php> (<https://www.westga.edu/academics/university-college/student-success/index.php>).

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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: 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](#).

[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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Course Outline

Module 0: Welcome to The Course

- Course Overview
- What are Skills and Why do they Matter?

Module 1: Technical Skills

- Defining Technical Skills
 - Translating Life into Skills: Jobs, Social, Extracurricular, and Courses
- Technical Skills in Public Service Careers
 - Skills to master
- Technical Skills Development in your Public Service Courses
 - Mapping Skills and Experience from past courses
 - Planning Skill Development for Future courses

Module 2: Soft Skills

- Defining Soft Skills
 - Distinguishing Soft and Hard Skills
 - Translating Life into Skills: Jobs, Social, Extracurricular, and Courses
 - Examining VALUES
 - Listening, Adapting, Observing
- Soft Skills in Public Service Careers
 - LinkedIn Future of Skills
 - Finding What You Like and What You Need to Get There
 - LinkedIn Profiles
 - Bureau of Labor Job Outlook
- Soft Skills Development in your Public Service Courses
 - Mapping Skills and Experience from past courses
 - Planning Skill Development for Future courses

Module 3: Pulse Check & Self-Assessment

- Identifying Careers of Interest
- Mapping Skills with those Careers
- Creating Your Skills Checklist
- Identifying your experience as skill development
- Self-Evaluation of Skills

Module 4: The Basics of Technical Skills

- Pre-assessment
- Computer Basics
 - Hard drive & Solid-State Drive
 - Graphics Card
 - Motherboard
 - Operating System
 - Directories
- Basics of Computers for Success
 - The Cloud vs. Hard drive
 - File Maintenance and Organization
 - Email maintenance and organization
- Software & Other Information
 - Filetypes
 - Data
 - Word Processing
 - Spreadsheets
 - Design Software
 - Presentation Software
 - Effective Web Searches and Websites
 - Data Analysis and Management Software
- Common Grammar Rules
 - Parts of Speech, Syntax, Mechanics, and Punctuation
- Post Assessment

Module 5: Playing the Game: Professionalism & Etiquette

- Pre-Assessment
- Playing by The Rules, Even When You Don't Agree with Them
- Organizational Charts & Chain of Command
- Email
- Netiquette
- Social Media
- Phone Calls & Texting
- Introductions & Follow Ups
- Common Courtesies
- Patience & Expectations
- Student Case Studies in Professionalism
- Public Servant Case Studies in Professionalism
- Post-Assessment

Module 6: Time Management

- Assessing Your Time Management Skills
- Realistic Evaluation- Identify Distractions, Time Wasters, and Enjoyments
- Basic Organization
- Time Management Software and Methods
- Student Case Studies in Time Management
- Public Servant Case Studies in Time Management

Module 7: Emotional Intelligence

- Locus of control, Self-Advocacy, Respect, and Personality Type
- Defining and Measuring Social Intelligence
- Self-Awareness
- Self-Management & Reflection
- Understanding Others
- Reading a Room
 - Verbal, Nonverbal, and Other Cues
 - AITA? Reviewing your perceptions against others.
- Fixing Mistakes
 - Taking Responsibility
 - Learning to Say, "I'm Sorry"
- Student Case Studies in Emotional Intelligence
- Public Servant Case Studies in Emotional Intelligence

Module 8: Communication

- Initial Self Reflection
- Context of Communication
 - Upwards Communication
 - Downward Communication
- Writing
 - Objective vs. Subjective Writing
 - Detailed & Technical Writing
 - Passive vs. Active Voice
 - Policies, Reports, Contracts
 - Reading the Fine Print
 - Summarizing
 - Analyzing
 - Advocating

- Servers, Storage, and Public Access
- Speaking
 - One-on-One
 - Meetings
 - Public Speaking
- Electronic Communication
 - Picking up the Phone
 - Texting
- Student Case Studies in Communicating
- Public Servant Case Studies in Communication
- Post Reflection

Module 9: Collaborating & Teamwork

- Initial Self Reflection
- Why do We Collaborate?
- Project Management
- Planning & Coordinating
- Communicating Expectations
- Establishing Goals, Objectives, & Tasks
- Collaboration Software
- Leadership
 - Leading When You Want to Leave
 - Managing Emotions
 - Keeping Focus
 - Critique & Recognition
- Post Reflection

Module 10: Problem Solving

- Initial Self Reflection
- Why is a Problem a Problem?
- Defining Solved: What Does Success Look Like?
- Identifying Factors: What do We Know and What is Unknown?
- What Factors Increase Solvability?
- What Factors are Constraints?
- Playing the What If Game
- History, History, History

Module 11: It's the Grades you Make and The Hands You Shake

Self-Reflection

Importance of Experiences

Internships

Working

Organizations

Informal Meetups

Connecting with Students

Seeking Out Professionals for Careers

Observing Careers in Action

Networking

Joining

Connecting

Maintaining

Networking Software

Building Bridges

Connecting Connections

Advice Seeking

Post Self-Reflection

Module 12: Making a Plan

Developing your Skill Checklist, Course Plan, and Professional Plan

Translating Skill Development to Career Preparation: Resume Development and Interviewing

Making a Connection in the Course

See What You've Learned (Post-Test)

CRIM - 3000 - College to Career

2024-2025 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*

Spring

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

Department of Civic Engagement and Public Service

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

CRIM

Course Number* 3000

Course Title* College to Career

Long Course Title College to Career: Mastering Skills for Public Service

Course Type*

Criminology

Catalog Course Description* This course is designed to equip students with the essential skills needed for successful progression in their public service major, as well as a successful career in public service. Starting with an overview of both technical and soft skills, the course guides students through practical applications, helping them map these skills to various career paths and educational experiences. Special emphasis is placed on self-assessment and pulse checks, allowing students to align their personal interests and competencies with prospective roles in public service. The course also delves into vital workplace skills like professionalism, time management, emotional intelligence, and effective communication. By the end, students will have created a detailed skills checklist, a project management plan, and a professional development strategy, all tailored to set them up for success in their chosen field.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing POLS 3000

Restrictions None

Is this a General Education course? Yes No

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

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

Status* Active-Visible Inactive-Hidden

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

- Entirely Online
- Hybrid
- Fully Online

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

Grading*

Justification and Assessment

Rationale* Research has demonstrated that relevancy and identification of skill development aids in learning retention, as well as a growth mindset, strengthening resiliency, and self-efficacy (Dweck & Yeager, 2019). This not only translates into higher academic achievement but has also shown to be related to students' confidence in career exploration and planning (Betz & Voyten, 1997). The University of West Georgia provides skill development within the core curriculum. Specifically, introductions to career selection, communication, and growth mindset are embedded within our Academic Transition Programs and courses. Moreover, reflection and holistic assessment of skills and career plans are woven into the disciplines' capstone courses to establish mastery of skills and programmatic objectives. However, both disciplines currently provide no methods of reinforcing and establishing skills within public service majors and careers. This has created a strong disconnect, as students may identify their interests and skills during completion of their core curriculum; however, these self-assessments are not contextualized within their selected major or career goals until the end of their college career. Providing students with career exploration within a mid-college career course focused on skill identification and development would bridge the gap and allow students to contextualize their course selections based on their plan of self-development. Lastly, explaining skills, defining them, distinguishing soft and hard skills, showing methods of developing those skills in college, and then showing how one would use them in a public service career provides students with an identification framework, which may aid in an academic mindset. Instead of perceiving a group research paper as a waste of time, they may see this as an opportunity to collaborate, develop project management skills, learn collaboration software, and hone problem solving skills—all of which can then be recorded on their skills checklist, as a concrete method to motivate, engage, and retain students. Ideally, students who can see the relevancy will become more engaged and seek out more opportunities for traditional and experiential learning opportunities, which will increase their own sense of belonging and connectedness to UWG. Moreover, this should increase employability: a recent college graduate will be able to pull direct examples of how they "handled a difficult situation" or "mediated a conflict between two peers."

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

1. Recall the structure and main topics of the course as outlined in the Course Overview.
2. Define what is meant by "technical skills" and distinguish them from other types of skills.
3. Apply the concept of technical skills to different contexts such as jobs, social interactions, extracurricular activities, and courses.
4. Compare and contrast soft skills and hard skills.
5. Analyze the role of soft skills in public service careers using data from sources such as LinkedIn Future of Skills and Bureau of Labor Job Outlook.
6. Evaluate personal interests and career goals to create a skills checklist tailored for public service careers.
7. Identify the basic components of a computer including hardware like the motherboard, and software such as operating systems.
8. Interpret organizational charts to understand the chain of command within public service organizations.
9. Construct a realistic time management plan, taking into account identified distractions, time wasters, and enjoyments.
10. Evaluate real-life situations to determine emotional intelligence skills in action, focusing on self-management and understanding others.
11. Synthesize different methods of communication to effectively convey messages in both written and verbal formats in a public service setting.
12. Develop a project management plan incorporating objectives, tasks, and collaboration software.
13. Formulate solutions for given problems by identifying constraints and factors that increase solvability.
14. Plan a networking strategy that includes joining professional organizations and connecting with professionals in public service careers.
15. Create a comprehensive professional development plan that includes skill checklist, course plan, and strategies for resume development and interviewing.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

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

Fee Justification N/A

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

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



College to Career: Mastering Skills for Public Service

CRIM-3000/POLS-3000

Description

This course is designed to equip students with the essential skills needed for successful progression in their public service major, as well as a successful career in public service. Starting with an overview of both technical and soft skills, the course guides students through practical applications, helping them map these skills to various career paths and educational experiences. Special emphasis is placed on self-assessment and pulse checks, allowing students to align their personal interests and competencies with prospective roles in public service. The course also delves into vital workplace skills like professionalism, time management, emotional intelligence, and effective communication. By the end, students will have created a detailed skills checklist, a project management plan, and a professional development strategy, all tailored to set them up for success in their chosen field.

Contact Information

Instructor: Dr. Vanessa Woodward Griffin/Dr. Paul Rutledge

Dr. Vanessa Woodward

Email: vwoodwar@westga.edu

Phone: 678-839-3842

Office Hours: T/Th 11-1pm, Pafford 134

Dr. Paul Rutledge

Email: Prutledg@westga.edu

Phone: 678-839-4997

Office Hours: M/W 11-1pm, Pafford 228

Materials

In Course

All Materials are Provided within the course materials at no additional cost to the student.

Price: 0/00

Outcomes

- Recall the structure and main topics of the course as outlined in the Course Overview.
- Define what is meant by "technical skills" and distinguish them from other types of skills.
- Apply the concept of technical skills to different contexts such as jobs, social interactions, extracurricular activities, and courses.
- Compare and contrast soft skills and hard skills.
- Analyze the role of soft skills in public service careers using data from sources such as LinkedIn Future of Skills and Bureau of Labor Job Outlook.
- Evaluate personal interests and career goals to create a skills checklist tailored for public service careers.
- Identify the basic components of a computer including hardware like the motherboard, and software such as operating systems.
- Interpret organizational charts to understand the chain of command within public service organizations.
- Construct a realistic time management plan, taking into account identified distractions, time wasters, and enjoyments.
- Evaluate real-life situations to determine emotional intelligence skills in action, focusing on self-management and understanding others.
- Synthesize different methods of communication to effectively convey messages in both written and verbal formats in a public service setting.
- Develop a project management plan incorporating objectives, tasks, and collaboration software.
- Formulate solutions for given problems by identifying constraints and factors that increase solvability.
- Plan a networking strategy that includes joining professional organizations and connecting with professionals in public service careers.
- Create a comprehensive professional development plan that includes skill checklist, course plan, and strategies for resume development and interviewing.

Evaluation

This course is a pass/fail course. Students must successfully complete 70% of the material with a "P," which is given for each score that is 70% or higher.

Assignments

Evaluation Exams

There are two (2) exams in this course.

Pre Assessment (5% of final grade) The pre-assessment exam is given as a completion grade to provide a benchmark of knowledge and awareness regarding skills and careers within public service. You will be provided two hours (120 minutes) to complete the exam.

Post Assessment (10% of final grade) The post exam is a comprehensive of material from the course. It will consist of 100 multiple choice questions. You will be provided two hours (120 minutes) to complete the exam.

Module Assignments

For each module, you are asked to complete some pre-reflection and post-reflection of the material to gauge your interests, beliefs, and knowledge about the material. Each one is a small writing assignment. Students will receive a grade of "P" (passing) as long as the work shows effort and is completed.

30 assignments, 2 points each, 60 points of final grade

Module Lesson Completions

Each module is provided in Articulate 360, which will require your participation and engagement in reviewing the material and answering questions throughout. Grades for module lessons are based on completion of each module.

Two points for each module, 30 points of final grade

Course Policies and Resources

Technology Needs for this Course

Before you begin work in this course, you need to be aware of a few technology issues. Please read the following carefully. These issues *must* be addressed before you begin the coursework. If you have a techno-savvy friend, you might ask them for assistance.

Browser Check: Your browser (Internet Explorer, Firefox, Safari, etc.), needs to be a certain version. Browsers that are not supported for CourseDen could (will!) cause you problems in the course. On your course listings page in CourseDen, you will find a link in the upper-right corner of the screen named **Check Browser**. Please perform this test to see if you are using a browser that is compatible with CourseDen.

CourseDen Scheduled Down Times: CourseDen has regularly scheduled down times that occur on the weekends. These down times usually occur every other Friday.

Plug-ins: It is possible that you will need plug-ins in this course, such as Adobe Acrobat Reader and others. Running a check with the browser checker should tell you which plug-ins you have and don't have.

Internet Connection: It is highly recommended that you use an Internet connection faster than 56K. DSL or Cable at home or a high bandwidth connection on a campus are suitable.

Technical Skills Needed for This Course

To be successful in this course you should be able to do:

1. Learn and use the course management system (D2L). Tutorials are available under course content.
2. Know how to send emails with attachments.
3. Create and submit files using Microsoft work or RTF.
4. Ability to copy and paste text.
5. Know how to download and install software.
6. Know how to use presentation / graphic programs.
7. Know how to use links to access outside information.

General Expectations

Students are expected to log into the course website daily and complete the required assignments by the scheduled date. Students are expected to read all course materials including module overviews and course announcements.

Academic Dishonesty

I expect students to conduct their academic work with both integrity and honesty. Acts of academic dishonesty will result (at minimum) in a zero for the assignment, but can also result in failure of the course.

All work should be completed individually.

Students should not use artificial intelligence to write assignments, discussions, etc. While AI can be a useful tool for understanding topics, grammatical questions, etc., students are expected to read, synthesize, and write papers without these tools. While AI detection is currently limited, *I reserve the right to request you partake in an oral exam on your assignment/paper should I suspect the writing to be AI generated.*

No excessive collaboration should occur. There should be no evidence of excessive collaboration on any assignment, test, project, etc., unless explicitly stated otherwise. Should there be excessive collaboration, the student(s) will be reported to the office of community standards and receive (at a minimum) a zero on the assignment.

Please review UWG's Honor Code and the outlined examples of academic dishonesty in [UWG's Student Handbook](#) ([https://westga.campusconcourse.com/\(https%3A/www.westga.edu/administration/vpsa/ocs/assets/docs/student-handbook-fall22.pdf\)](https://westga.campusconcourse.com/(https%3A/www.westga.edu/administration/vpsa/ocs/assets/docs/student-handbook-fall22.pdf))).

Class Decorum

Students are expected to conduct themselves in a professional manner. Participation in class discussions is required in this course; however, inappropriate and non-relevant comments will not be tolerated and can result in a zero for the assignment in question and/or other disciplinary action if this happens via email or messaging. Rude, obnoxious, and otherwise uncivil behavior will not be tolerated.

Late Work

Due dates for assignments are listed in the course schedule and are **firm deadlines**.

Excused Late Work:

Late work will be considered due to extreme, unforeseen circumstances. Unless the student is *physically unable* (i.e., unconscious, trapped due to snow and no electricity, etc.) to contact the professor, s/he *must contact the professor **before*** the work is due.

Excused late work will be submitted at the end of the semester.

Unexcused Late Work

During the last week of the course, you will be allowed to submit up to two missed assignments for 75% credit.

To do so, you will need to submit [this Google form \(https://forms.gle/nGdbJYZ7WBBsVKjn6\)](https://forms.gle/nGdbJYZ7WBBsVKjn6) no later than _____ @ 11:59pm.

Examples of unexcused late work:

- **Run-of-the-mill illness** is *not* an excuse, unless a doctor's note specifically states that you are unable to complete work from your home. If a doctor's note does specify this, the professor must have a copy of the doctor's note *before* the work being due.
- **Short-term Technological Issues:** it is your responsibility in taking an online class to ensure that you have Wi-Fi, Electricity, etc. If there are long-term issues (e.g., a snowstorm), these should be addressed prior to any work being due.
- **Misreading when something is due:** there are multiple reminders and methods to determine what is due and when it is due.
- **Missed-by-just-a-minute work:** Students have at least one week to complete the assignments, which is 168 hours, or 10,080 minutes. There is no reason that work should be submitted in the 10,080th

- **Sunday issues:** All work is due on Sunday, at 11:59pm. Students are expected to work in this class at least nine hours over three days per week. Issues arising on the last day are unacceptable.
- **Employment/Work Issues:** Having an outside job is not an excuse to be unable to submit work on time. (I say this having worked full time in college—I do empathize).
- **Vacation:** Lack of internet access, time, etc. are not acceptable excuses to miss work. Going on a cruise and not having internet access is not an acceptable excuse to miss assignment deadlines.

Response Time

During the week, I will respond to emails within 24 hours. On the weekends, I will respond to emails in 48 hours. Please email me on my westga email (vwoodwar@westga.edu), as I often have issues with CourseDen's email.

Email

- I answer emails only from your UWG email, in accordance with UWG policy.
- I prefer that you **e-mail me on my UWG email (Vwoodwar@westga.edu)**. Please do not email me on my CourseDen email. All emails should be written in business letter format. Email etiquette is an incredibly important life skill, considering it is sometimes the first impression people have of you. Also, text-message style emails can come across as rude and disrespectful (whether intentional or not).
- Do not email (or ask) for extra credit! I will not answer extra-credit-request emails!

Each Email Should Have...

- **A Salutation:** Dear Dr. Griffin/Hello, Dr. Griffin/Good Evening, Dr. Griffin/Good Afternoon, Dr. Griffin, etc. *Always include the last name of your instructor/professor – never simply say “Hi, Professor.”*
- **Introduction:** My name is _____ (student name). I am a student in your _____ (Survey of Criminology Online Course).
- **Reason for Contact:** I am reaching out because I had a question regarding _____ (Assignment 2). Specifically, I do not understand...
- **Conclusion:** Thank you for your time and consideration.
- **Valediction/Sign Off:** Sincerely, /Best Regards,/Best, etc.
- **Name:** Make sure to give your full name (and sometimes your 917#, if needed)

College/School Policies

Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations. To make an appointment, call 678-839-6280 or visit <https://www.westga.edu/academics/university-college/student-success/index.php> (<https://www.westga.edu/academics/university-college/student-success/index.php>).

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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: 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](#).

[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](#) for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Course Outline

Module 0: Welcome to The Course

- Course Overview
- What are Skills and Why do they Matter?

Module 1: Technical Skills

- Defining Technical Skills
 - Translating Life into Skills: Jobs, Social, Extracurricular, and Courses
- Technical Skills in Public Service Careers
 - Skills to master
- Technical Skills Development in your Public Service Courses
 - Mapping Skills and Experience from past courses
 - Planning Skill Development for Future courses

Module 2: Soft Skills

- Defining Soft Skills
 - Distinguishing Soft and Hard Skills
 - Translating Life into Skills: Jobs, Social, Extracurricular, and Courses
 - Examining VALUES
 - Listening, Adapting, Observing
- Soft Skills in Public Service Careers
 - LinkedIn Future of Skills
 - Finding What You Like and What You Need to Get There
 - LinkedIn Profiles
 - Bureau of Labor Job Outlook
- Soft Skills Development in your Public Service Courses
 - Mapping Skills and Experience from past courses
 - Planning Skill Development for Future courses

Module 3: Pulse Check & Self-Assessment

- Identifying Careers of Interest
- Mapping Skills with those Careers
- Creating Your Skills Checklist
- Identifying your experience as skill development
- Self-Evaluation of Skills

Module 4: The Basics of Technical Skills

- Pre-assessment
- Computer Basics
 - Hard drive & Solid-State Drive
 - Graphics Card
 - Motherboard
 - Operating System
 - Directories
- Basics of Computers for Success
 - The Cloud vs. Hard drive
 - File Maintenance and Organization
 - Email maintenance and organization
- Software & Other Information
 - Filetypes
 - Data
 - Word Processing
 - Spreadsheets
 - Design Software
 - Presentation Software
 - Effective Web Searches and Websites
 - Data Analysis and Management Software
- Common Grammar Rules
 - Parts of Speech, Syntax, Mechanics, and Punctuation
- Post Assessment

Module 5: Playing the Game: Professionalism & Etiquette

- Pre-Assessment
- Playing by The Rules, Even When You Don't Agree with Them
- Organizational Charts & Chain of Command
- Email
- Netiquette
- Social Media
- Phone Calls & Texting
- Introductions & Follow Ups
- Common Courtesies
- Patience & Expectations
- Student Case Studies in Professionalism
- Public Servant Case Studies in Professionalism
- Post-Assessment

Module 6: Time Management

- Assessing Your Time Management Skills
- Realistic Evaluation- Identify Distractions, Time Wasters, and Enjoyments
- Basic Organization
- Time Management Software and Methods
- Student Case Studies in Time Management
- Public Servant Case Studies in Time Management

Module 7: Emotional Intelligence

- Locus of control, Self-Advocacy, Respect, and Personality Type
- Defining and Measuring Social Intelligence
- Self-Awareness
- Self-Management & Reflection
- Understanding Others
- Reading a Room
 - Verbal, Nonverbal, and Other Cues
 - AITA? Reviewing your perceptions against others.
- Fixing Mistakes
 - Taking Responsibility
 - Learning to Say, "I'm Sorry"
- Student Case Studies in Emotional Intelligence
- Public Servant Case Studies in Emotional Intelligence

Module 8: Communication

- Initial Self Reflection
- Context of Communication
 - Upwards Communication
 - Downward Communication
- Writing
 - Objective vs. Subjective Writing
 - Detailed & Technical Writing
 - Passive vs. Active Voice
 - Policies, Reports, Contracts
 - Reading the Fine Print
 - Summarizing
 - Analyzing
 - Advocating

- Servers, Storage, and Public Access
- Speaking
 - One-on-One
 - Meetings
 - Public Speaking
- Electronic Communication
 - Picking up the Phone
 - Texting
- Student Case Studies in Communicating
- Public Servant Case Studies in Communication
- Post Reflection

Module 9: Collaborating & Teamwork

- Initial Self Reflection
- Why do We Collaborate?
- Project Management
- Planning & Coordinating
- Communicating Expectations
- Establishing Goals, Objectives, & Tasks
- Collaboration Software
- Leadership
 - Leading When You Want to Leave
 - Managing Emotions
 - Keeping Focus
 - Critique & Recognition
- Post Reflection

Module 10: Problem Solving

- Initial Self Reflection
- Why is a Problem a Problem?
- Defining Solved: What Does Success Look Like?
- Identifying Factors: What do We Know and What is Unknown?
- What Factors Increase Solvability?
- What Factors are Constraints?
- Playing the What If Game
- History, History, History

Module 11: It's the Grades you Make and The Hands You Shake

Self-Reflection

Importance of Experiences

Internships

Working

Organizations

Informal Meetups

Connecting with Students

Seeking Out Professionals for Careers

Observing Careers in Action

Networking

Joining

Connecting

Maintaining

Networking Software

Building Bridges

Connecting Connections

Advice Seeking

Post Self-Reflection

Module 12: Making a Plan

Developing your Skill Checklist, Course Plan, and Professional Plan

Translating Skill Development to Career Preparation: Resume Development and Interviewing

Making a Connection in the Course

See What You've Learned (Post-Test)

CRIM - 4286 - Internship

2024-2025 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 *

Fall

Desired Effective Year *

2024

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 *

Department of Civic Engagement and Public Service

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*

CRIM

Course Number* 4286

Course Title* Internship

Long Course Title

Course Type - DO NOT EDIT*

Criminology

Catalog Course Description* The internship provides students an opportunity to gain supervised work experience in an agency in their major area of study.

Prerequisites Prerequisite: CRIM 1100 with a minimum grade of C

Corequisites

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

3

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* 3.0 - 15.0

Credit Hrs* 3.0 - 15.0

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.* 15.0

Justification and Assessment

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

Rationale* Increasing the number of credit hours a student may earn for their internship, along with allowing them to repeat the course allows them to get more professional experience, and possibly experience within more than one field. This also supports out ALETE program as students will be able to get course credit for the law enforcement training they receive.

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* 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* 48109



Internship (Current)

CRIM-4286

Fall 2023 Section E02 3 TO 6 Credits 08/09/2023 to 12/08/2023 Modified 08/07/2023

Description

The internship provides students an opportunity to gain supervised work experience in an agency in their major area of study.

Requisites

Prerequisites:

CRIM 1100 Minimum Grade: C

Corequisites:

Contact Information

Instructor: Dr. Dave Ayers

Email: dayers@westga.edu

Office: Pafford #221

Phone: 678-839-3783

Website: https://www.westga.edu/profile.php?emp_id=90105

Meeting Times

Materials

Outcomes

To gain valuable real-world experience towards students' career goals. In addition, students will make contacts with professional in the workforce.

Students will be exposed to piratical situations that demonstrate how classroom topics and theories impact the work world.

✓ Evaluation

Criteria

Course Participation:

In addition to completing 150 hours (for 3 hours internship course credit) or 300 hours (for 6 hours internship course credit) with the agency, this course requires weekly online assignments. I do not place a deadline or due date on these weekly assignments, as many interns work odd hours or a different schedule. I expect your "journal entries" or written assignments to be submitted weekly! I strongly recommend that you check CourseDen regularly during the week, as I may post relevant announcements or email the entire group. Please contact me right away with questions or problems concerning your work with the agency, assignments, or other course-related issues. At the end of the semester your supervisor will complete an evaluation form detailing your performance and documenting the number of hours worked.

Breakdown

This course is Pass/Fail only!

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Points

150 Hour Internship 300 Hour Internship

Category Points Category Points

Internship hours: 150 40 Internship Hours: 300 40

140-149 30 200-280 30

Assignments x 10* 40 Assignments x 10* 40

*(REQUIRED - 4 points each) *(REQUIRED - 4 points each)

Agency/ Supv Agency/ Supv

Evaluation: Satisfactory 20 Evaluation: Satisfactory 20

Less than Satisfactory: 0 Less than Satisfactory: 0

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Maximum Points Available: 100 Maximum Points Available: 100

75-100 points = Satisfactory/Pass 75-100 points = Satisfactory/Pass

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## Schedule

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## Course Policies and Resources

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## College/School Policies

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As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

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**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).

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*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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## 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.

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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).

## 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>).

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## Additional Items

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# Internship (Proposed)

## CRIM-4286

Fall 2023 Section E02 3 TO 15 Credits 08/09/2023 to 12/08/2023 Modified 08/07/2023

### Description

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The internship provides students an opportunity to gain supervised work experience in an agency in their major area of study.

**May be repeated for credit up to 15 credit hours**

Prerequisites:

CRIM 1100 Minimum Grade: C

Corequisites:

### Contact Information

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Instructor: Dr. Dave Ayers

Email: [dayers@westga.edu](mailto:dayers@westga.edu)

Office: Pafford #221

Phone: 678-839-3783

Website: [https://www.westga.edu/profile.php?emp\\_id=90105](https://www.westga.edu/profile.php?emp_id=90105)

### Meeting Times

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### Materials

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### Outcomes

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To gain valuable real-world experience towards students' career goals. In addition, students will make contacts with professional in the workforce.

Students will be exposed to practical situations that demonstrate how classroom topics and theories impact the work world.

# ✓ Evaluation

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## Criteria

Course Participation:

In addition to completing 150 hours (**per 3 internship credit hours**) with the agency, this course requires weekly online assignments. I do not place a deadline or due date on these weekly assignments, as many interns work odd hours or a different schedule. I expect your "journal entries" or written assignments to be submitted weekly! I strongly recommend that you check CourseDen regularly during the week, as I may post relevant announcements or email the entire group. Please contact me right away with questions or problems concerning your work with the agency, assignments, or other course-related issues. At the end of the semester your supervisor will complete an evaluation form detailing your performance and documenting the number of hours worked.

## Breakdown

This course is Pass/Fail only!

Grading Information & Policy:

Standard: Points

Is the assignment clearly written, well-organized, and grammatically correct? 2

Is the assignment descriptive, thorough, and explanatory? 1

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Points

150 Hour Internship 300 Hour Internship

Category Points Category Points

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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).

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Additional Items

Criminology & Criminal Justice, B.S.

2024-2025 Undergraduate 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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

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 Civic Engagement and Public Service

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

Yes

No

Is this a College of Education Program?*

Yes

No

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

Yes

No

Is this 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

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* Criminology & Criminal Justice, B.S.

Program ID - DO NOT EDIT* 4330

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* To be admitted into the B.S. program in Criminology & Criminal Justice, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Objectives for Criminology Students
Upon graduation from the undergraduate program in criminology, a student will be able to

describe, explain, and critically evaluate/apply the role of...

Corrections and social services in criminal justice and criminology

Policing in criminal justice and criminology

Law and legal systems in criminal justice and criminology

Diversity and global perspectives in criminal justice and criminology

Theory and philosophy in criminal justice and criminology

Social scientific research and analytic methods in criminal justice and criminology

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Criminology with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Core Area F - 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
[After] (or)

CRIM 2274 American Criminal Courts
CRIM 2275 Introduction to Corrections
[After] (or)

CRIM 2245 Juvenile Delinquency
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Area Courses: 24 Hours

Global & Diversity (Pick 2): 6 Hours

CRIM 4911 Terrorism
CRIM 4248 International Comparative Justice
CRIM 4279 Race and Crime
CRIM 4231 Women in the Criminal Justice System
CRIM 4296 Violence Against Women
CRIM 3242 Drug Abuse
CRIM 4233 Gangs
CRIM 4265 Crime and Social Inequality

Legal Studies (Pick 2): 6 Hours

CRIM 3323 Criminal Law
CRIM 3900 Social Science and the Legal System
CRIM 4402 Prison Law
CRIM 4712 Law and Society
CRIM 4270 Death Penalty
CRIM 4230 Ethics and Criminal Justice

CRIM 4300 Environmental Crime

CRIM 4693 Sports, Crime, and Society

Corrections & Social Services (Pick 2): 6 Hours

CRIM 3241 Corrections

CRIM 4255 Youth, Crime and Community

CRIM 4232 Family Violence

CRIM 4260 Prisoner Reentry and Community Corrections

CRIM 4293 Correctional programs

CRIM 4295 Sex Offenders

CRIM 3333 Victimology

CRIM 4200 Violent Crime

CRIM 4290 Criminal Mind

Police & Society (Pick 2): 6 Hours

CRIM 3411 Criminal Investigations

CRIM 4211 Police Deviance

CRIM 4277 Police in Society

CRIM 3501 Advanced Criminal Investigation

CRIM 4007 Crime Mapping

CRIM 4068 Conflict Management and Policing

CRIM 4251 Contemporary Issues in Policing

CRIM 4334 Human Trafficking

CRIM 3705 Criminal Profiling

CRIM 4250 Crime Prevention

CRIM 4275 Serial Murder

CRIM 4650 Corporate and White Collar Crime

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

General Electives: 12 Hours

ABM students should take the following graduate courses, which would count for the undergraduate course:

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Total: 120 Hours

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

Criminology, B.S. Policing Concentration

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
CRIM 2275 Introduction to Corrections
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Policing Concentration: 21 Hours

CRIM 3323 Criminal Law
CRIM 3411 Criminal Investigations
CRIM 3501 Advanced Criminal Investigation
CRIM 4007 Crime Mapping
CRIM 4068 Conflict Management and Policing
CRIM 4334 Human Trafficking
CRIM 4251 Contemporary Issues in Policing

Area Courses: 9 Hours**Global & Diversity (Pick 1): 3 Hours**

CRIM 4911 Terrorism
CRIM 4248 International Comparative Justice
CRIM 4279 Race and Crime
CRIM 4231 Women in the Criminal Justice System

Legal Studies (Pick 1): 3 Hours

CRIM 3900 Social Science and the Legal System
CRIM 4402 Prison Law
CRIM 4712 Law and Society

Corrections & Social Services (Pick 1): 3 Hours

CRIM 3241 Corrections
CRIM 4255 Youth, Crime and Community

CRIM 4232 Family Violence
CRIM 4260 Prisoner Reentry and Community Corrections
CRIM 4293 Correctional programs

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

General Electives: 6 Hours

Total: 120 Hours

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

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

For new courses going through a Curriculum 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* Criminology is adding courses that were previously "supporting courses" only to the different area requirements for the degree. The reason for this is that these courses were of great interest to students, but due to constraints on the number of classes we were able to offer, we had not been able to offer these courses in favor of those that counted towards areas. The content of the courses that have been added contributes to those areas. For instance, courses on Drug Abuse, Gangs, and Crime and Social Inequality all contribute to a diverse understanding of crime and related issues, and are being added to the "Global & Diversity" area. Courses on Ethics and Criminal Justice, Environmental Crime, and Sports, Crime and Society all contribute to an understanding of law and are being added to the "Legal Studies" area. Courses on Victimology, Violent Crime, and Criminal Mind contribute to an understanding of either how individuals end up under correctional supervision or to social service needs, and are being added to the "Corrections & Social Services" area. Finally, courses on Criminal Profiling, Crime Prevention, Serial Murder, and Corporate and White Collar Crime, all relate to policing issues and are being added to the "Police and Society" area. This will give students greater flexibility in the courses they can take to complete their degree in the most efficient manner possible. As in the past, if a student takes additional courses in one area, they will count as supporting courses.

Criminology is also requesting to change the program name from Criminology to Criminology & Criminal Justice. We already teach criminal justice curriculum as well as Criminology curriculum, and adding Criminal Justice to the name will help students who are seeking employment in fields, such as law enforcement, where there is a preference for Criminal Justice over Criminology.

numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@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 documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

**Academic Year
Program Map
BS in Criminology & Criminal Justice**


YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
A1: ENGL 1101	3	A1: ENGL 1101	3
B2: XIDS 2002	2	A2: Math 1401	3
F: CRIM 1100	3	F: CRIM 2000	3
E1 or E2: World or US History	3	E1 or E2: World or US History	3
D1: Science + Lab	4	B1: Oral Communications	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. • Complete lab science • Declare major 		<ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. • Complete Area A2 math • Earn 15 or more credit hours 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
E3: POLS 1101	3	C2: Humanities	3
CRIM 2272	3	E4: Social Science	3
C1: Fine Arts	3	D2: Math, Science, and Quantitative	3
D1: Non-Lab Science	3	CRIM 2275 or CRIM 2245	3
CRIM 2273 or CRIM 2274	3	CRIM 2276	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Earn 15 or more credit hours		Complete Core Earn 15 or more credit hours	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 3240	3	CRIM 4000	3
Legal Studies Course	3	Police & Society Course	3
Global & Diversity Course	3	Corrections & Social Services Course	3
Supporting Course	3	Legal Studies Course	3
General Elective	3	Supporting Course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		Milestones	
Complete CRIM 3240 with a C or better Contact the Internship Coordinator if you want to complete an Internship as a Supporting Course		Complete CRIM 4000 with a C or better	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course	3	Corrections & Social Services Course	3
Police & Society Course	3	General Elective	3
Supporting Course	3	General Elective	3
Supporting Course	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		Milestones	
Complete CRIM 4003 with a C or better Apply for graduation		Complete CRIM 4284 with a C or better	

Public Management and Society

New Interdisciplinary Pathway Request

General Information

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

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

Primary Point of Contact Name* Tiffany Parsons

Email* tparsons@westga.edu

College* University College

Pathway Information

School/ Department* Center for Interdisciplinary Studies

Desired Effective Semester* Spring

Desired Effective Year* 2024

Name of Proposed Pathway* Public Management and Society

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? * Yes No

List all academic departments that offer courses in the proposed pathway: * Sociology, Criminology, Political Science

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

List the pathway-specific student learning outcome(s): *
1. Identify conditions that provide opportunity for and limit human agency.
2. Demonstrate critical thinking to analyze and solve individual, family, group, organization, or community level problems.
3. Develop individualized or programmatic interventions or courses of action for at least two of the following: individuals, families, groups, organizations, or communities.
4. Describe nonprofit, public, or generalist management skills and provide examples of their applications.

Upload proposal document(s)

Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway? * Yes No

Does the uploaded documentation identify mentors for each of the proposed pathway disciplines? * Yes No

Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee? * Yes No

Does the uploaded documentation include two-year rotations for all courses in the proposed pathway? * Yes No

Does the uploaded documentation include a program map? * Yes No

Type of Program* Program
 Shared Core

Prospective Curriculum*

UWG BIS Pathway Proposal in Public Management and Society Spring 2023

1) Name of the Pathway

BIS in Public Management and Society

This Pathway has been specifically developed for the Prison Education Program. UWG is the first USG institution to offer a 4-year degree in a prison and one of only a few in the nation. UWG began delivering (core) instruction fall 2023 at Hays State Prison.

2) Disciplines

Sociology, Political Science, and Criminology

3) Courses in the disciplines

Sociology: 21 hours

SOCI 3002: Introduction to Social Justice*; SOCI 3623: Social Inequality*

SOCI 3603: Sociology of Gender; SOCI 4323: Sociology of Race; SOCI 3943: American Class System; SOCI 3543: Sociology of Religion; SOCI 4543: Deviant and Alternative Behavior; SOCI 3804: Death, Grief, and Caring; SOCI 4300: Housing & Homelessness; SOCI 4441: Sociology of Mental Health; SOCI 4445: Sociology of Youth; SOCI 4333: Urban Sociology; SOCI 3134: Introduction to Social Work and Social Welfare; SOCI 4734: Social Work Skills; Approved SOCI 4999: Special Seminar

Political Science: 15 hours

POLS 4215: Management of Non-Profit Organizations*; POLS 4217: Grant Writing for Nonprofit Organizations*; POLS 4200: Principles of Public Administration Leadership*

POLS 4721: Housing and Community Development; POLS 4722: Environmental Planning; POLS 4723: Transportation Planning; POLS 4724: Sustainable Development; POLS 4517: Global Human Rights; Approved POLS 4860: Special Topics

Criminology: 18 hours

CRIM 4260: Prisoner Reentry*

CRIM 3242: Drug Abuse; CRIM 3333: Victimology; CRIM 4232: Family Violence; CRIM 4233: Gangs; CRIM 4255: Youth, Crime, and Community; CRIM 4200: Violent Crime; CRIM 4265: Crime and Social Inequality; Approved CRIM 4280: Contemporary Issues

*=required for completion of the Pathway

5) Suggested Elective Courses

CRIM 3242	SOCI 4323:	SOCI 3134:
CRIM 3333:	SOCI 3943:	SOCI 4734:
CRIM 4232:	SOCI 3543:	SOCI 4999:
CRIM 4233:	SOCI 4543:	POLS 4721:
CRIM 4255:	SOCI 3804:	POLS 4722:
CRIM 4200:	SOCI 4300:	POLS 4723:
CRIM 4265:	SOCI 4441:	POLS 4724:
CRIM 4280:	SOCI 4445:	POLS 4517:
SOCI 3603:	SOCI 4333:	POLS 4860:

6) Pathway structure

Required Upper Level Area Courses:

<u>Sociology:</u>	<u>Criminology:</u>	<u>Political Science:</u>
SOCI 3002: Introduction to Social Justice SOCI 3623: Social Inequality	CRIM 4260: Prisoner Reentry	POLS 4215: Management of Non-Profit Orgs POLS 4217: Grant Writing for Nonprofit Orgs POLS 4200: Principles of Public Administration Leadership

Upper Level Area Courses: From the courses below, students will take five courses (15 hours) in Sociology, five courses (15 hours) in Criminology, and two courses (6 hours) in Political Science.

<u>Sociology:</u>	<u>Criminology:</u>	<u>Political Science:</u>
SOCI 3603: Sociology of Gender SOCI 4323: Sociology of Race SOCI 3943: American Class System SOCI 3543: Sociology of Religion SOCI 4543: Deviant and Alternative Behavior SOCI 3804: Death, Grief, and Caring SOCI 4300: Housing & Homelessness SOCI 4441: Sociology of Mental Health SOCI 4445: Sociology of Youth SOCI 4333: Urban Sociology SOCI 3134: Introduction to Social Work and Social Welfare SOCI 4734: Social Work Skills SOCI 4999:(Approved) Special Seminar	CRIM 3242: Drug Abuse CRIM 3333: Victimology CRIM 4232: Family Violence CRIM 4233: Gangs CRIM 4255: Youth, Crime, and Community CRIM 4200: Violent Crime CRIM 4265: Crime and Social Inequality CRIM 4280: (Approved) Contemporary Issues	POLS 4721: Housing and Community Development POLS 4722: Environmental Planning POLS 4723: Transportation Planning POLS 4724: Sustainable Development POLS 4517: Global Human Rights POLS 4860: (Approved) Special Topics

Prerequisites: SOCI 1101, CRIM 2000, POLS 1101

7) Mentors

Sociology: Tiffany Parsons

Political Science: Anthony Fleming

Criminology: Abigail Kolb

8) Learning outcomes

1. Identify conditions that provide opportunity for and limit human agency.
2. Demonstrate critical thinking to analyze and solve individual, family, group, organization, or community level problems.
3. Develop individualized or programmatic interventions or courses of action for at least two of the following: individuals, families, groups, organizations, or communities.
4. Describe nonprofit, public, or generalist management skills and provide examples of their applications.

Addendum II

DATE: November 9, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Chair, on behalf of the HIPs Campus Committee

UPC Colleagues:

The following three (3) courses were submitted by faculty members to receive the undergraduate Service-Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Service-Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Service-Learning Criteria](#) (especially Appendix A and Appendix B), each course receives two code attributes:

I. USG Primary Code (ZSLP): This is the USG-mandated code that means “Service-learning course meets institution’s criteria as a High Impact Practice for Service-Learning” (Appendix B).

II. USG Contact Hours Codes (ZSL 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in service-learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZSL1	Service-learning courses that require 10 or less hours of service
ZSL2	Service-learning courses that require 11-20 hours of service
ZSL3	Service-learning courses that require 21-50 hours of service
ZSL4	Service-learning courses that require 51 or more hours of service

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the UPC, these courses will be sent to the Registrar for coding.

[Service Learning Applications](#)

[Service-Learning Course Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	College	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code
NURS 4486	Study Abroad	Kelly Dyar	Nursing	All Sections	ZSLP	ZSL3
NURS 4300	Clinical Specialty Practice	Marcia Davis	Nursing	All Sections	ZSLP	ZSL2
NURS 4302	Clinical Practice IV	Lisa Hesser	Nursing	All Sections	ZSLP	ZSL3

DATE: November 9, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Professor, on behalf of the HIPs Campus Committee (Chair) and the QEP Campus Committee

Dear UPC Colleagues:

The following seven (7) courses were submitted by faculty members to receive the undergraduate Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets institution’s criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the faculty senate, these courses will be sent to the Registrar for coding.

[Work-Based Learning Course Applications](#)

[Work-Based Learning Course Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	College	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code	USG Institutional Code
CS 4986	Computing Internship	Anja Remshagen	CACSI	All Sections	ZURP	ZWL4	WBL2
COMM 4421P	Practicum: Bluestone Public Relations Firm	Taylor Bryant	SCFM	All Sections	ZURP	ZWL1	WBL2
COMM 4451	Public Relations Writing	Taylor Bryant	SCFM	All Sections	ZURP	ZWL1	WBL1
PHED 3670	Instructional Strategies of Health and Physical Education	Jennifer Heidorn	COE	All Sections	ZURP	ZWL1	WBL3

COMM 1121	Experiential Learning Lab	Deon Kay	SCFM	All Sections	ZURP	ZWL1	WBL 1
PHED 3675	Physical Education in Middle/Secondary Schools	Kim Thompson	COE	All Sections	ZURP	ZWL2	WBL 3
PHED 4502	School Health Education	Kim Thompson	COE	All Sections	ZURP	ZWL2	WBL 3

Addendum III

SOCI - 6603 - Gender

2024-2025 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*

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*

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*

Course Number* 6603

Course Title* Gender

Course Type*

Catalog Course Description* This seminar examines sociological aspects of gender. Topics include historical and theoretical foundations in the sociology of gender, insights gleaned from recent sociological research studies on gender issues and inequalities, and critical analyses of gender in institutional and interactional 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* 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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* Gender is a key dimension of inequality and thus an important course offering for the Sociology MA. This course has previously been offered as a special topics course and we are requesting to add it to the catalog. Existing sociology faculty teach this course, so it will require no new resources. We also plan to use this course in a number of interdisciplinary collaborations between Sociology and other programs.

Student Learning Outcomes*

- analyze sociological components of gender in US society,
- discuss social theories of gender, sex, and sexuality,
- evaluate research methods used in studies of gender,
- apply oral and written communication skills to review and convey scholarly information,
- and develop a critical analysis of gender topics that attends to diversity in society.

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? * 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.

Special Seminars: Gender

SOCI-6182

Spring 2022 Section 04 3 Credits 01/08/2022 to 05/10/2022 Modified 01/19/2022

Description

Title and description of the instruction to be offered will be specified on a variable credit form. The variable credit form must be completed before a student will be allowed to register for this course. Transcript entries carry different nomenclature to correspond with material taught. May be repeated on different content at least two times for credit.

Requisites

Prerequisites:

Corequisites:

Contact Information

Email: ewindsor@westga.edu

Phone: 678-839-0612

Campus Mailbox: Melson Mailroom

Office location: Melson 123A

Office Hours: by appointment

Meeting Times

5:30-8:00pm, Thursdays, Pafford 107

Materials

REQUIRED BOOKS:

Bettie, Julie. 2014. *Women without Class: Girls, Race, and Identity*. University of California Press. ISBN: 9780520280014

Burke, Kelsy. 2016. *Christians under Covers: Evangelicals and Sexual Pleasure on the Internet*. Oakland, CA: University of California Press. ISBN: 9780520286337

Cottom, Tressie McMillan. 2019. *Thick: And Other Essays*. The New Press. ISBN: 9781620975879

Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. University of California Press, ISBN: 9780520275041

Wingfield, Adia Harvey. 2013. *No More Invisible Man: Race and Gender in Men's Work*. Temple University Press. ISBN: 9781439909737

Additional readings posted on CourseDen.

Outcomes

This special seminar on examines sociological aspects of gender. In this course, we will review the historical and theoretical foundations that have informed the sociology of gender as a key site of inquiry. We will review the ways gender has been theorized as an interactional process that is “done,” a construct that is shaped through institutional meanings and interpersonal exchanges, and a social category that requires an intersectional lens. We will explore the ways gender manifests through institutions of education, family, work, and media. Although much of the discipline’s history has attended to women’s issues, we will also consider the sociological study of men and masculinities and of transgender experiences. Further, we will analyze the ways gender affects and is affected by sexualities, sexual politics, and violence. By reviewing the theoretical and empirical insights of renowned sociologists and other scholars of gender, we will gain insights into challenging and transgressing gender inequalities, injustices, and oppressions.

By the end of this course, students will be able to:

- analyze sociological components of gender in US society,
- discuss social theories of gender, sex, and sexuality,
- evaluate research methods used in studies of gender,
- apply oral and written communication skills to review and convey scholarly information,
- and develop a critical analysis of gender topics that attends to diversity in society.

Evaluation

Criteria

Evaluation Criteria	Grading Scale
20% Weekly Reading Responses	A = 90-100
20% Leading Discussion	B = 80-89
60% Research Paper	C = 70-79
- 10% Thesis and References	F= 0-69
- 15% First Draft	
- 15% Presentations	
- 20% Final Papers	

Assignments

Reading Responses – 20%

To encourage active engagement with the readings and to ensure comprehension, you will submit 10 Reading Responses throughout the term. We have more than 10 weeks of readings, so you may elect to skip submitting responses or you may turn in more than 10 and I will count your highest 10 scores for this portion of your grade. Reading responses should be 1-2 pages, double-spaced, and written in your own words. Responses should contain two points of interest and two questions for discussion. Your points and questions should demonstrate a clear, in-depth understanding of the readings; they should not be trivial or cursory. Each reading response will be graded on a 0-100 scale based on the substance of the points of interest (45) and questions (45), and the remaining points for writing quality (10). Your 10 highest scores will be averaged, counting for 20% of your final course grade.

Leading Discussion – 20%

During one class this semester, you will be responsible for leading discussion for 45-60 minutes of the class period. Leading discussion is worth 20% of your final course grade. More detailed instructions are on CourseDen.

Research Paper – 60%

In this class, you are required to complete a research paper in several stages, culminating in a 20-page paper. You will choose any sociological topic on gender and write a thesis, collect scholarly references, write a draft, and present your paper in class before submitting the final draft. All stages of the project should be typed, double-spaced, page-numbered, stapled, and include a title page. Use American Sociological Association (ASA) format. Each stage will be graded using the conventional numerical system (0-100). More detailed instructions are on CourseDen.

- **10% Thesis and References**

The first stage of the research project is the thesis. You are required to submit a paragraph that includes a thesis statement, research questions, and at least 5 scholarly references listed in ASA format. This stage is worth 10% of your final course grade.

- **15% First Draft**

The second stage of the research project is the first draft. It should incorporate feedback from the previous stage, include at least 10 pages of your paper (not including references), and should list at least 15 scholarly references, some of which should be cited in the draft. This stage is worth 15% of your final course grade.

- **15% Presentation**

The third stage of the project is the presentation of the paper. Presentations will occur in class on April 28. This stage is worth 15% of your final course grade.

- **20% Final Paper**

The final stage is the final draft of your paper. It is worth 20% of your final course grade and is due in my office before 5pm on Thursday, May 5.

Schedule

When	Topic	Notes
January 13	Introductions	Leading Discussion dates assigned
January 20	Theoretical and Historical Foundations	<p>"Doing Gender" Original 1987 Publication and Essays from the 2009 Symposium</p> <ul style="list-style-type: none"> • "Doing Gender" West and Zimmerman • "'Doing Gender' as Canon or Agenda: A Symposium on West and Zimmerman" Jurik and Siemsen • "Categories Are Not Enough" Smith • "From Doing To Undoing: Gender as We Know It" Risman • "'Doing Gender': The Impact and Future of a Salient Sociological Concept" Messerschmidt • "'I was Aggressive for the Streets, Pretty for the Pictures': Gender, Difference, and the Inner-City Girl" Jones • "The Figure of the Transwoman of Color Through the Lens of 'Doing Gender'" Vidal-Ortiz • "Accountable Conduct: 'Doing Gender' in Transsexual and Political Retrospect" Connell • "Accounting for Doing Gender" West and Zimmerman <p>"A Conversation with Past and Current Gender & Society Editors" (podcast)</p>
January 27	Constructing and Deconstructing Gender	<p>"'Night to His Day': The Social Construction of Gender" Lorber</p> <p>"Deconstructing Intersex and Trans Medicalization Practices" Davis, Dewey, and Murphy</p> <p>"Feminist Solidarity after Queer Theory: The Case of Transgender" Heyes</p> <p>"The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies" Enke</p> <p>"A Little Word That Means A Lot: A Reassessment of Singular They in a New Era of Gender Politics" Saguy and Williams</p>

When	Topic	Notes
February 3	Gender as Intersectional	<p>“Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” Crenshaw</p> <p>Excerpts from <i>Black Feminist Thought</i>, Collins</p> <p>“Intersectionality’s Definitional Dilemmas” Collins</p> <p>“Structural Gendered Racism Revealed in Pandemic Times: Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19” Pirtle and Wright</p> <p><i>Women without Class: Girls, Race, and Identity</i> Bettie (Acknowledgements, Introduction, Chapter 1)</p>
February 10	Schooling Gender	<p>DUE: Thesis and References</p> <p><i>Women without Class: Girls, Race, and Identity</i> Bettie</p>
February 17	Maintaining Gender at Home	<p>Excerpts from <i>The Second Shift: Working Families and the Revolution at Home</i> Hochschild</p> <p>“Caring for Them Like Family: How Structure and Culture Simultaneously Influence Contemporary African American Middle- and Upper-Middle-Class Mothers’ Kin and Community Child Care Choices” (https://drive.google.com/file/d/1frbL5lQg0l5Tm_XgLXA-9zPbKcTledL/view?usp=sharing) Dow</p> <p>“When Dad Stays Home Too: Paternity Leave, Gender, and Parenting” Rehel</p> <p><i>No More Invisible Man</i>, Wingfield (Acknowledgements and Introduction)</p>
February 24	Gender at Work	<i>No More Invisible Man</i> , Wingfield
March 3	Making Men, Crafting Masculinities	<p>“Hegemonic Masculinity: Rethinking the Concept” Connell and Messerschmidt</p> <p>Excerpts from <i>Buttoned Up: Clothing, Conformity, and White-Collar Masculinity</i> (https://drive.google.com/file/d/1APclvo55y9m5a9HwV67fiJfX6uyOTO92/view?usp=sharing), Casanova</p> <p>“So High You Can’t Get Over It, So Low You Can’t Get Under It’: Carceral Spatiality and Black Masculinities in the United States and South Africa” Shabazz</p> <p>“You Aren’t from Around Here’: Race, Masculinity, and Rural Transgender Men” (https://drive.google.com/file/d/1y3KEUxI9dAlzMQ2z2T0ha-ZmWXgCVKIS/view?usp=sharing) Abelson</p> <p>“Making Masculinity: Negotiations of Gender Presentation among Latino Gay Men” Ocampo</p>
March 10	Trans Realities	<i>Trans Kids: Being Gendered in the Twenty-First Century</i> Meadow
March 17	The Gender of Sex, the Sex of Gender	<p>DUE: First Draft</p> <p>“Gender Goals: Defining Masculinity and Navigating Peer Pressure to Engage in Sexual Activity” Duckworth and Trautner</p> <p>“Men Find Trophies Where Women Find Insults: Sharing Nude Images of Others as Collective Rituals of Sexual Pursuit and Rejection” (https://drive.google.com/file/d/1jKbpnke2R3tvE7Kgeq51XX039_JisUbl/view?usp=sharing) Johnstonbaugh</p> <p>“Feminist Men and Sexual Behavior: Analyses of Men’s Sex with Women” Stick and Fetner</p> <p>“Explorations of Lesbian-Queer Genders: Butch, Femme, Androgynous or ‘Other’” Levitt and Horne</p> <p>“When We Talk about Gender We Talk about Sex’: (A)sexuality and (A)gendered Subjectivities” Cuthbert</p>
March 24	SPRING BREAK	No class meeting during spring break

When	Topic	Notes
March 31	Sexual Politics of God and Money	Christians Under Covers, Burke “Constructing Eroticized Latinidad: Negotiating Profitability in the Stripping Industry” Khan “She’s Not a Low-Class Dirty Girl!’: Sex Work in Ho Chi Minh City, Vietnam” Hoang “Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns” Bernstein
April 7	The Many Faces of Gendered Violence	“Gender, Power, and Harassment: Sociology in the #MeToo Era” https://drive.google.com/file/d/1ZqrUM6ivGLn76ppRgSABx0L1WGw7elnA/view?usp=sharing) Saguy and Rees “The Black Pill: New Technology and the Male Supremacy of Involuntarily Celibate Men” Preston, Halpin, and Maguire “Intersectional Trauma-Informed Intimate Partner Violence (IPV) Services: Narrowing the Gap between IPV Service Delivery and Survivor Needs” Kulkarni “Bad Men, Good Men, Bystanders: Who Is the Rapist?” Messner “A Profoundly Masculine Act’: Mass Shootings, Violence Against Women, and the Amendment That Could Forge a Path Forward” Issa
April 14	A Genius Sociologist’s Thoughts	<i>Thick: And Other Essays, McMillan Cottom</i>
April 21	SPARC	SPARC -- Student Psychology Annual Research Conference Readings TBD
April 28	Students’ Choices	DUE: Research Presentations

* Course Policies and Resources

Attendance

Graduate students need to attend class for the duration of class. You can miss one class this semester without penalty. Two absences result in a 10-point final grade deduction, three absences result in a 20-point deduction, and four or more absences result in a failing grade. Three late arrivals (or early departures) under an hour count as one absence; two incidents of arriving one hour or more after class has started (or leaving early) count as one absence.

CourseDen

You are required to regularly check our CourseDen page. This site will include announcements, readings, and other important information.

Academic Honesty

UWG students are expected to adhere to the honor code and maintain academic honesty. Acts of academic dishonesty—including, but not limited to, cheating, plagiarism, excessive collaboration, and resubmitting work from another class—can result in an “F” in the course. Honor code violations are reported to the Office of Community Standards. Trust that I treat academic dishonesty as a serious offense.

Missed and Late Assignments

- *Reading Responses* – Due in class; no late or make-up responses will be accepted.
- *Paper* – Turn in hardcopies of each paper stage for me to grade in class on the due dates. If you don’t turn in a hardcopy by the due date, you may upload a paper on CourseDen to have it count as turned in at that time, then turn in the hardcopy when you are on campus next. For each day that you turn in any assignment *late*, I will deduct 10 points.
- *Leading Discussion and Presentations* – Make-ups permitted for documented emergencies only, granted at the discretion of the

instructor.

- If class meets on a holy day of your faith, please inform me by January 20 so that we can arrange for missed assignments.

Classroom Environment

This class is an advanced seminar that requires your active participation. Some course content may be considered sensitive, graphic, or controversial, but I expect that we will discuss all material in a respectful and open manner. In order to stay on track, you must come to class having read all of the assigned readings. If you need help, please talk with me.

NOTE: Electronic devices are allowed for class purposes only. Audio and video recording of classes are not allowed without written permission from the instructor.

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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

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

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

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/>)

Psychology, Ph.D.

2024-2025 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. Change in admission requirements which are listed in curriculum schema

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 *

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

Is this a College of Education Program? * Yes No

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

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

Program Information

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

Type of Program * Program Shared Core

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 * Psychology, Ph.D.

Program ID - DO NOT EDIT* 4093

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Ph.D. degree in Psychology is focused on the study of Consciousness and Society. It is grounded in the program's approach to psychology as a distinctively human science. It will educate future scholars and practitioners at the highest level of the discipline to make original contributions to theory and knowledge. Our graduates will serve as researchers, consultants, leaders, and teachers who can creatively facilitate transformations in a global society.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Program of Study Description

The Ph.D. program of study in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The humanistic existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The transpersonal approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The critical traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within discursive, social, and institutional contexts. In addition, the program of study emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Mission Statement of the Ph.D. Program of Study

Grounded in humanistic, transpersonal, existential, phenomenological, dialogical, and critical perspectives, our mission is to provide a doctoral educational experience that allows our students to develop:

(a) an awareness of consciousness as embodied-being-in-the-world-with-others-through-

time;

(b) mastery of human science approaches to consciousness studies;

(c) a transdisciplinary conceptualization of human beings as cohabitating personal, intersubjective, socio-cultural and political contexts;

(d) an attunement for further developments in our understanding of consciousness, including how inter-relatedness lives in perception and language, in mind/body studies, in social and in ecological contexts, and in its historical conceptions;

(e) facility in engaging cutting edge theory and research; and

(f) knowledge of how to make original contributions to scholarship and practice.

Students will demonstrate achievement of these objectives as they:

(a) cultivate the ability to conduct human science research;

(b) work toward becoming thoughtful and masterful educators;

(c) make progress in their oral and written communications;

(d) develop a broad mastery of literature relevant to sociality and consciousness;

(e) pursue expertise in relation to specialized research interests;

(f) enhance their ability to think critically and engage in flexible problem solving;

(g) listen attentively, communicate effectively, and work collaboratively; and

(h) creatively facilitate transformations in a global society.

Program of Study Logistics

Admissions:

Students will be admitted for the fall semester only. Applicants with a Bachelor's degree will be considered; however, a graduate degree is strongly preferred. Those with degrees outside of psychology are encouraged to apply. Additional courses in the Psychology Program at the University of West Georgia may be required due to disciplinary background or level of educational attainment (see below).

Guidelines for Admittance:

- All graduate applicants must complete the online Graduate Application. A one-time application fee of \$40 is required. Please visit <https://westga.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply>

- Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process at <https://www.westga.edu/academics/gradstudies/apply-now.php>

- International applicants are subject to additional requirements and application

deadlines. See International Students Admissions & Programs at <https://www.westga.edu/isap>

- Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program of Study Specific Admittance Guidelines:

- Three letters of recommendation. Academic letters are preferred although other professional letters will be accepted.
- Official GRE Scores. There is no minimum but GRE scores will be considered in the applicant's profile and must be submitted. The program of study will not accept scores more than 5 years old. GRE scores may be waived for students with earned Masters or equivalent and GPA of 3.5 or higher. For more information about the GRE, please visit the web site at www.gre.org/gentest/. GRE scores should be sent directly to the Graduate Admissions Office using school code: 5900.
- A current curriculum vitae listing contact information (including email address), educational background, employment history, awards and recognitions, presentations, etc.
- A reflective essay describing why you are drawn to this particular program of study and how you understand the relation of consciousness and society. The essay should include a statement of how you imagine the program of study will contribute to your future plans.
- A description of a potential research project following a template, please visit <https://www.westga.edu/psychology/phd-prospective-students.php>
- A writing sample: an academic paper is highly preferred but other formats are acceptable. The word limit is 8,000 words, all inclusive (including references, etc.).

For additional information please visit also the program of study website at: <https://www.westga.edu/psydoc/> or visit the Program Academic page at https://www.westga.edu/academics/program_page.php?program_id=102.

Preparation for the doctoral program of study:

Those with degrees in non-related fields or without a Master's degree may be required to complete twenty hours of coursework, which may include PSYC 6000 - Foundations of Humanistic Psychology and PSYC 6021 - Psychology as Human Science . Other courses can be determined in consultation with faculty. Courses taken at the 7000 level can be taken for Masters level credit or doctoral credit but

not both. Those admitted under the condition of having to take additional courses

typically finish the preparatory sequence before entering 8000 level courses.

Matriculation:

Students admitted directly to the doctoral program of study should expect at least one year of full time attendance. After one year, students may be allowed to change to part time status. The program must be finished within eight years.

Financial Aid and Stipends:

The Program can offer a limited number of stipends for graduate research/teaching assistantships. The Graduate School offers a limited number of out-of-state tuition waivers for students without an assistantship. See application form for requirements for consideration for such waivers and stipends. Further financial aid may be available through the financial aid office.

During their first year, students who receive a stipend and tuition waiver will serve as graduate research assistants and enroll in PSYC 9087 (Teaching Practicum). During the second year, students who have passed Teaching Practicum will be eligible for a teaching assistantship and enroll in PSYC 8887 (Advanced Teaching Practicum). Graduate Teaching Assistants (GTA's) starting with teaching in their second year are strongly encouraged to attend the Faculty Orientation Day in August, which is delivered by the Institute of Faculty Excellence at UWG.

GTA students are expected to teach one face to face course each semester during the second and third years. Financial assistance is contingent on fulfillment of this expectation. Exceptions are limited to those with a documented physical or mental health or family emergency or government obligation (e.g., jury duty, military service), or grant obligation that would impede teaching for a complete semester.

Students are expected to fulfill their obligation to teach a course assigned to them. A course may not be cancelled by the PhD instructor 8 weeks prior to the start of enrollment for that semester.

Total Credit Hours for Course Work and Dissertation

The total number of Credit Hours required for graduation is 64. Of these, coursework must total 60 credit hours. This includes PSYC 9002 - Doctoral Qualifying Seminar. The remaining 4 Credits Hours are obtained through enrollment in PSYC 9999 - Dissertation.

Credits Breakdown

1. Earn 60 credits in approved doctoral level courses.

These requirements are in accordance with prevailing standards for psychology doctoral programs.

2. At least 48 credits must be attained from the Psychology Program.

3. The remaining 12 credits to be applied towards the degree requirements may, upon approval from the Head of Graduate Studies of the PhD program of study, be comprised of coursework from other universities or from other departments at the University of West Georgia. These classes have to be related to the PhD Program Consciousness and Society and to the dissertation work as determined by the Head of Graduate Studies for the program of study. The head's approval must to be sought for before the class is taken.

4. Of these 12 credits taken outside of the Program of Psychology, only 9 may be from another university under the provision that they have not been used toward another degree

5. At least 32 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above.

6. Transfer credits are addressed in the specified section of the catalog under General Academic Policies.

7. All required course credits are 4 hours with the exception of PSYC 9002 (which is 2 hours) and the two courses for Teaching Assistants (which are 3 hours respectively).

8. Students may accumulate up to 9 hours of credit for Independent Study (PSYC 8581), available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study. Up to 9 of the Independent Study credits count towards the 32 credits needed at the 8000 level. Anything in excess of 9 does not count towards the 60 hours required.

9. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.

10. Required 60 hours do not include dissertation hours.

Required Courses

Take all three core courses:

PSYC 8000 Consciousness and Experience

PSYC 8001 Culture and Subjectivity

PSYC 8002 Studies in Mind-Body

Take one of the following foundations courses:

PSYC 7004 Historical Foundations of Psychology

PSYC 8007 Critical Foundations of Psychology

PSYC 8008 Humanistic Foundations of Psychology

PSYC 8009 Transpersonal Foundations of Psychology

Take the following course to research methods:

Besides the required research methods class PSYC 8005, students will take or must have taken a graduate class in quantitative methods and approaches; if at a level below 7000, such a class cannot count towards the required 60 credit hours.

Courses used to fulfill this requirement must be approved by Director and Chair.

PSYC 8005 Human Science Methodologies

Required for Teaching Assistants

All teaching assistants are required to take the following two courses:

PSYC 9087 Teaching Practicum
PSYC 8887 Advanced Practicum in Psychology

[After] The credits of these classes count towards the required 60 credit hours.

Additional Requirement: Comprehensive Exam

Students must demonstrate readiness to advance to doctoral candidacy by successfully passing PSYC 9002 - Doctoral Qualifying Seminar (2 Credit Hours).

Doctoral Thesis

Dissertation Hours:

After completing coursework and PSYC 9002 - Doctoral Qualifying Seminar and while working towards their dissertation, students must take a minimum of 4 Credit Hours of PSYC 9999 - Dissertation.

Dissertation Committee:

Before beginning the dissertation proposal, the student should choose a dissertation Chair and committee. The committee should be comprised of 1) a dissertation Chair, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Program and a member of the Graduate faculty and 2) two faculty members with full-time graduate faculty credentials, one of which may be from outside the Program. The student may also request a fourth member, or external reader, from an outside Program or University. Upon forming the dissertation committee, the student must arrange an initial meeting with the Chair to establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated Program administrator. All members of the committee should be kept informed as to the progress of the proposal and of the dissertation at regular intervals. Any changes in committee membership should be followed by notification of all members and the Program administrator.

Dissertation Proposal

The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by the dissertation Chair.

Dissertation Proposal Defense:

Once the proposal is finished, the dissertation committee will meet with the candidate to determine feasibility and scholarship of the proposed project. During the meeting, the committee will suggest revisions and evaluate the viability of the

candidate's dissertation project. Approved dissertation proposals will be filed with the proper administrative office. Upon approval and filing of the dissertation proposal, the student is officially admitted to candidacy. The proposal defense will be open to any interested faculty.

Dissertation Defense

Following approval of the doctoral dissertation by the dissertation committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public.

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* GRE scores are used to predict graduate school performance. An earned Masters with GPA of 3.5 provides demonstration of performance in graduate school.

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 kgwaltney@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 documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

Addendum IV

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Following a negative PIP, the applicable department chair/supervisor and the dean shall recommend an appropriate remedial action, which should be commensurate with the seriousness of the deficiencies but should implement further steps to retain the tenured faculty member and improve their performance. For example, remedial action for teaching-related issues noted in the PIP could include pedagogy workshops; scholarship-related deficiencies could include becoming involved in writing groups; service-related issues could be addressed by involvement in professional organizations. Additional remedial actions which may be imposed are specified in the Board of Regents PTR Policy,

https://www.usg.edu/academic_affairs_handbook/section4/C690 which states that “Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up 70 Revised August 12, 2021 41 to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal.” **For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but non-tenured faculty may be non-renewed regardless if a PRP has been implemented or not. (For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation.)**

If the faculty member decides to appeal the recommended remedial action, the following due process steps shall be followed:

1. The faculty member has 10 business days from receiving the recommendation of the dean/department chair for remedial action to request a further review of the PTR committee.
2. The PTR committee may recommend revising the dean's/chair's remedial action. If the revised plan is mutually acceptable to the dean/chair, the revised recommendations will be implemented. If the faculty member disagrees with the recommended remedial action, they may appeal to the University-wide Post-Tenure Review Appeals Committee within ten (10) business days of receipt of the dean's decision.
3. Composition of the University-wide Post-Tenure Review Appeals Committee

By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
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School of Communication, Film, and Media:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

4. The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
5. Any faculty member appealing for reconsideration shall state in writing the grounds for their request and shall include in this appeal such additional material as is pertinent.
6. The documentation submitted by each faculty member, including that regarding the grounds for their appeal, shall be reviewed by committee members prior to committee meetings.
7. The University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's appeal in light of the written appeal. Each member of the committee shall vote by secret ballot to approve or reject the appeal.
8. The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written rationale for the majority opinion. If the Committee agrees with the Dean's decision, the recommended remedial action shall be in effect.
9. If the Committee decision disagrees with the dean's determination, it shall issue its recommendation to the Provost and the faculty member within 20 business days.

The following steps are taken verbatim from the [USG Academic Affairs Handbook](#):

10. Within 5 business days of receiving the recommendation, the Provost shall send an official letter to the faculty member communicating the Provost's decision.
11. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of their decision and the

process for discretionary review application as provided for in [Board of Regents' Policy Manual 6.26](#).

12. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
13. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to [Board policy on Applications for Discretionary Review \(6.26\)](#).

Addendum V

[Link to USG Intellectual Property Policy](#)

USG Intellectual Properties Preamble 6.3.1:

The USG is dedicated to teaching, research, and the extension of knowledge to the public. The personnel at its institutions recognize the production of new knowledge and the dissemination of both old and new knowledge as two of their major objectives.

Inherent in these objectives is the need to encourage the development of new and useful devices and processes, the publication of scholarly works, and the development of computer software. Such activities:

1. Contribute to the professional development of the faculty, staff or students involved;
2. Enhance the reputation of the institutions concerned;
3. Provide additional educational opportunities for participating students; and,
4. Promote the general welfare of the public at large.

Patentable inventions and materials often come about because of activities of USG faculty, staff, or students who have been aided wholly or in part through the use of USG resources. It becomes significant, therefore, to insure the utilization of such inventions for the public good and to expedite their development and marketing. The rights and privileges, as well as the incentive, of the inventor or creator must be preserved so that his/her abilities and those of other faculty, staff, or students at USG institutions may be further encouraged and stimulated.

The USG recognizes and encourages the publication of scholarly works as an integral part of the processes of teaching, research, and service. The Board of Regents acknowledges that faculty, staff, or students regularly prepare for publication, usually through individual effort and initiative, articles, pamphlets, books, and other scholarly works that may be subject to copyright and that may generate royalty income for the author. Publication may also result from work supported either partially or completely by the institution. With the advent of innovative techniques and procedures, the variety and number of materials which might be created in an institution community have increased significantly, causing the ownership of such copyrightable materials to become increasingly complex.

The USG recognizes the need for enhanced development and dissemination of software technology as a means of expressing both old and new knowledge. Inasmuch as the Board is aware of the dynamic nature of software and that the value of intellectual property comes from the ability of its owner to control its use and that such value is directly related to the degree of protection it enjoys under the law, the Board encourages USG institutions to protect such expressions of knowledge by the utilization of appropriate intellectual property laws and the creation of comprehensive software technology transfer policies and procedures.

In many instances, Intellectual Property will become, in whole or in part, the property of the Board of Regents. When this policy speaks to ownership of Intellectual Property by institutions, the Board shall be the owner, and unless ownership has been transferred by the Board to an affiliated nonprofit organization, authority to further allocate or to dispose of rights in such Intellectual Property is hereby delegated to the presidents of the institutions. Management of the

Board's institution-specific or institutionally-identifiable intellectual property is entrusted to the presidents (BoR Minutes, February, 2007).

The foregoing considered, the Board of Regents of the University System of Georgia does hereby establish the following policy with respect to the development, protection, and transfer of rights to Intellectual Property resulting from the work of its faculty, staff, or students.

[Link to AAUP Intellectual Property Resources](#)

[AAUP Statement on Intellectual Property:](#)

The statement that follows, prepared by a subcommittee of the Association's Committee A on Academic Freedom and Tenure, was approved by Committee A and adopted by the Association's Council in November 2013.

The management of inventions, patents, and other forms of intellectual property in a university setting warrants special guidance because it bears on so many aspects of the university's core missions, values, and functions, including academic freedom, scholarship, research, shared governance, and the transmission and use of academic knowledge by the broader society. Intellectual property refers broadly to patents, copyrights, trademarks, and (according to some definitions) trade secrets, in addition to the underlying subject matter that is controlled by the owner of these property rights established by statute (namely, inventions, works of authorship, and identifiers that distinguish goods and services in the marketplace). Patents provide the owner with the right to exclude others from practicing—making, using, and selling—an invention.¹ A patent, unlike a copyright, goes beyond the protection of written expression to accord an exclusive right to the operational principles that underlie the invention. Copyright prohibits unauthorized copying or modification of particular instances of expression; a patent permits the exclusion of work created independently, is not limited to the precise “expression,” and has no “fair use” exception, even for nonprofit purposes. Thus, patents may have an additional and potentially substantial impact on university research, may affect the value and role of scholarly publication, and may influence collaborations and the transfer of technology developed or improved in other research settings. The management of university-generated intellectual property is complex and carries significant consequences for those involved in direct negotiations (faculty inventors, companies, university administrators, attorneys, and invention-management agents) as well as those who may be affected (competing companies, the public, patients, and the wider research community).

Whether ownership of a particular invention resides with the inventors or is assigned by the inventors to a university technology-transfer office, a university-affiliated foundation, or an independent invention-management agency, it is essential that all those involved recognize the distinctive role that inventions arising out of scholarly research should have. Faculty investigators and inventors, together with university administrators, must communicate this role and hold those involved accountable when they are engaged in the development and deployment of patent rights.

One fundamental principle should be clear: inventions are owned initially by their inventors. That principle is established in both the US Constitution and federal patent law. As the US Supreme Court affirmed in its 2011 decision in *Board of Trustees of Leland Stanford Junior University v. Roche Molecular Systems, Inc.* (*Stanford v. Roche*),² faculty inventors in a university setting are also the initial owners of their inventions. Ownership of patent rights that may attach to an invention, however, may be transferred to another party by a written instrument. Thus, control of patent rights may be distinguished from ownership, since the initial patent owner may choose to enter a contract with (or transfer title to) another entity that manages those patent rights on his or her behalf. A university may become the owner of patent rights in a faculty invention by voluntary assignment, as was the case at most universities prior to 1980.

Some universities have sought to make their ownership of all faculty patent rights a condition of employment, citing the use of university facilities as a justification for asserting their ownership. Some also insist that externally funded research contracts specify that the university will manage all the resulting intellectual property. Though these strategies are increasingly preferred by many universities, there is little to indicate that such ownership claims advance university interests, whether taken narrowly as the pursuit of income from patent licenses or broadly in terms of the social value of research and access to its results. The 2011 *Stanford v. Roche* ruling affirmed that such rationales for the nonvoluntary confiscation of faculty intellectual property are often unfounded.

For many years university policies recognized that faculty members owned their intellectual property but required that they share profits with the institution when patentable intellectual property was commercialized. The AAUP regards such policies as fair and reasonable, so long as the faculty inventor or creator determines whether and how the work is to be marketed. Faculty members should have the right to distribute some work— software being a common example— for free if they choose.

Universities have often distinguished between copyrightable and patentable intellectual property, ceding faculty ownership of the former and asserting institutional ownership of the latter. But both are products of scholarship and protected by academic freedom, which provides for control by faculty authors over dissemination of their works.

A fundamental problem that arises from university ownership of patent rights to faculty inventions is that it tends to create institutional conflicts of interest between the university's governance role and its financial and competitive interests in exploiting patented inventions for its own benefit. It is all too easy for universities to conflate royalty income with their public service mission to enhance economic growth while failing to perceive, or to acknowledge, the conflict that arises with respect to other institutional responsibilities and the university's long-standing commitment to the broad dissemination of knowledge.

Inventions—despite distinctions often drawn in university policy statements— are a natural outgrowth of scholarly activities. The scholarly nature of university- based inventions does not simply disappear with the addition of a potential patent or other intellectual property rights. Thus, the fundamental rights of faculty members to direct and control their own research do not

terminate when they make an invention or other research discovery; these rights properly extend to decisions involving invention management, intellectual property licensing, commercialization, dissemination, and public use. Faculty inventor “assignment” of an invention to a management agent, including the university that hosted the underlying research, should be voluntary and negotiated, rather than mandatory, unless federal statutes or previous sponsored-research agreements dictate otherwise.³ Faculty inventors and investigators retain a vital interest in the disposition of their research inventions and discoveries and should, therefore, retain rights to negotiate the terms of their disposition. The university, or its management agents, should not undertake intellectual property development or take legal actions that directly or indirectly affect a faculty member’s research, inventions, instruction, or public service without the faculty member’s or inventor’s express consent. Of course, faculty members, like other campus researchers, may voluntarily undertake specific projects, including online courses, under explicit and signed work- for- hire contracts. When such work- for- hire agreements are truly voluntary, their contracted terms may legitimately narrow faculty intellectual property rights.

Faculty members have a collective interest in how university inventions derived from academic research are managed. Through shared governance, they also have a responsibility to participate in the design of university protocols that set the norms, standards, and expectations under which faculty discoveries and inventions will be distributed, licensed, and commercialized. The faculty senate, or an equivalent governing body, should play a primary role in defining the policies and public-interest commitments that will guide university-wide management of inventions and other knowledge assets stemming from campus-based research. These management protocols should devote special attention to the academic and public-interest obligations traditionally central to the university mission. Governing bodies should also consider the formation of a specially assigned faculty committee to review the university’s invention-management practices regularly, represent the interests of faculty investigators and inventors to the campus as a whole, and make recommendations for reform when necessary.

Standards should be set for the handling of faculty intellectual property rights in the design and subsequent use of instructional materials, including online courses. Course syllabi at many institutions are considered public documents; indeed, they may be posted on universally accessible websites. It is thus to be expected that teachers everywhere will learn from one another’s syllabi and that syllabi will be disseminated as part of the free exchange of academic knowledge. Faculty lectures or original audiovisual materials, however, unless specifically and voluntarily created as works made for hire, constitute faculty intellectual property. As components of faculty-designed online courses, they cannot be revised, edited, supplemented, or incorporated into courses taught by others without the consent of the original creator. Nor can an online course as a whole be assigned to another instructor without the consent of the faculty member who created the course, unless, once again, the faculty member agreed to treat the course as a work made for hire with such ownership rights residing in the institution. Faculty governing bodies have a special— and increasing— responsibility to ensure that faculty members are not pressured to sign work- for- hire agreements against their will.

Just as the right to control research and instruction is integral to academic freedom, so too are the rights of faculty members to control the disposition of their research inventions. Inventions made in the context of university work are the results of scholarship. University policies should direct all invention- management agents to represent and protect the expressed interests of faculty inventors along with the interests of the institution and the broader public. Where the interests diverge irreconcilably, the faculty senate, or an equivalent governing body, should adjudicate the dispute with the aim of selecting a course of action that promotes the greatest benefit for the research in question, the broader academic community, and the public good. Students and academic professionals should also have access to grievance procedures if they believe their inventor rights or other intellectual property rights have been violated. Students should never be urged or required to surrender their intellectual property rights (for example, in their dissertations) in advance to the university as a condition of participating in a degree program.

Notes

1. “Practicing an invention” first of all means taking the concept and giving it material embodiment, a key step in its manufacture.
2. 131 S.Ct. 2188 (2011).
3. The term invention-management agent, as used in this statement, covers all persons tasked with handling university- generated inventions and related intellectual property, including, for example, university technology-transfer offices, affiliated research foundations, contract invention-management agents, and legal consultants.