

**Committee I: Undergraduate Programs Committee**  
**Kim Green, Chair**  
**Meeting Agenda for Tuesday, April 1, 2025, 10:00 am**  
**Microsoft Teams**

- I. Call to Order
- II. Approval of March 6, 2025 meeting minutes
- III. Program and Course Proposals

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

1) School of Visual and Performing Arts

a) [ART - 3050 - Introduction to Jewelry](#)

Request: Add

Intro to Jewelry will introduce a new technique/process to broaden student skills beyond our current offerings, Jewelry incorporates both traditional and technology-based craft work that will expand the course offerings in the art department. This course also provides a professional and marketable craft for art students to explore.

b) [ART - 3310 - Pottery Techniques](#)

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. “Pottery techniques” offers students the option to strengthen their proficiencies in the production of high-fire utilitarian ceramics should they choose to either pursue individual / entrepreneurial ceramics production or seek employment in the industry. A range of wheel-throwing techniques will be presented, allowing students to both learn new skills and hone techniques most applicable to their own artwork. The summer session format best suits a course of this type due to its extended class meeting times and its compressed 5 day a week schedule.

c) [ART - 3311 - High Fire Glazing](#)

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio

(and especially ceramics) concentrations. “High Fire Glazing” is a technical course focusing on the formulation and firing of utility-oriented high temp glazes. This course offers students the opportunity to enhance their proficiencies to either undergird their own pottery production or seek field-oriented employment. Familiarity with formulation techniques and materials testing strategies and the operation and maintenance of firing equipment offers students a significant measure of fiscal independence from more cost prohibitive commercially available solutions.

d) [ART - 3312 - Post-Fire: Raku, Pit, & Obvara](#)

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. “Post-Fire: Raku, Pit, & Obvara” offers students invaluable technical processes that are not only becoming more visible in the field but are processes that have less financial and facility restraints allowing students greater flexibility and productivity in their practice. These processes also are more accessible to Art Education students seeking employment in a K-12 art environment.

2) School of Social Sciences

a) [Sociology, B.S.](#)

Request: Revise

We are allowing our majors the option of taking SOCI 4003 Applied Stats for Sociology or SOCI 4613 Qualitative Research (NOTE: there is a concurrent Curriculog proposal for changing the name of the latter to "Interviews and Observations"). Qualitative and quantitative research methods are both widely used in sociology. Students receive foundations in both methodological approaches in SOCI 4000 (Research Methodology). This proposed change allows students to choose which specialized methodological course to take to develop their skills. In addition, job descriptions in social science research and social services fields indicate that skills in interpreting needs of interviewees and writing reports are valued. Thus, allowing students to choose either a focused quantitative course (stats) or a focused qualitative course allows them to better prepare for their desired fields. Students who choose to pursue graduate programs can be advised to take both courses to better prepare.

## **B) Perry College of Mathematics, Computing, and Sciences**

### **1) School of Computing, Analytics, and Modeling**

#### **a) [COMP - 2910 - Sophomore Computing Seminar](#)**

Request: Add

Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. (A future proposal will add the sophomore seminar as required course to the B.S. in Computing.).

## **C) Richards College of Business**

### **1) Department of Economics**

#### **a) [Data Intelligence and Business Analytics, B.B.A.](#)**

Request: Revise

This revision removes MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it.

### **2) Department of Management and Management Information Systems**

#### **a) [Business Administration Minor](#)**

Request: Revise

Originally, the note for the 3-hour business select course read "above the 3000 level." This could be interpreted as a requirement to take a 4000 level course. This was never the intent. The language has now been changed to read, "One three (3) hour course in business at the 3000 or 4000 level." Chances are the original language was put in place

20+ years ago and has never been revised. Also, the program description was not available, so one was added for the catalog.

b) [Management Minor](#)

Request: Revise

Originally, the course requirements read "9 hours of MGNT courses above the 3000 level" - implying all courses should be at the 4000 level. This was never the intent. The requirements now read, "Plus 9 hours of courses in the Management Department at the 3000 or 4000 level." Additionally, a program description was added (there was not a description previously).

**D) University College**

1) Center for Interdisciplinary Studies

a) [XIDS - 2100 - Hip-Hop in Europe](#)

Request: Add

This course uses hip-hop to explore connections among language, art, music, history, sociology, and current events. Hip-hop is an ideal medium for these conversations: its popularity within the United States makes the course content accessible to students and encourages immediate real-world applications of the analytical tools learned in the course. The relative shortness of music videos allows for pedagogical flexibility: several can be watched in quick succession to identify a common visual language, or a single sequence can be thoroughly analyzed to understand each of its constituent parts. The multicultural nature of course content—drawn from several regions and languages within Europe—encourages students to discover how hip-hop reflects and responds to specific social conditions. The interdisciplinary approach to this content will appeal to students in the fields of language, literature, film, history, music, art, sociology, and communication studies, who can expand their existing knowledge and apply it to a variety of new contexts.

2) Department of Civic Engagement and Public Service

a) [POLS - 4216 - Gun Policy](#)

Request: Add

This class has been taught several times as a special topics class and is very well received by students. This class is designed to analyze and assess why gun control policy

exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

b) [Organizational Leadership, B.S.](#)

Request: Revise

We only offer this program via eMajor. The USG has decided to stop offering the social justice classes (SJUS prefix) via eMajor due to low enrollment. Since the classes necessary to fulfill the concentration won't be available to our students, we are asking to remove the social justice concentration from this program and the associated classes from our catalog.

- IV. Vote on Cornerstone XIDS course topics for 2025 – 2026 academic year (see submissions in appendix)
- V. Old Business  
Vote to approve comprehensive program reviews
- VI. New Business

**Attachment:**

**XIDS Cornerstone Course Topics for 2025 – 2026**

### XIDS Cornerstone Course Topics for 2025 – 2026

	Instructor Last	Instructor First	Department	Course Title	Course Description (100-150 words or less)
1	Basu-Dutt	Sharmistha	College of Mathematics, Computing, and Sciences (Chemistry)	STEM Careers - Your Future, Your Responsibility	This seminar is designed to equip first-year STEM majors with the essential skills and experiences needed for successful career development. The course emphasizes the National Association of Colleges and Employers (NACE) competencies, including critical thinking, communication, teamwork, leadership, professionalism, and career management. Students will learn about High-Impact Practices such as collaborative projects, undergraduate research, service learning, and internships to enhance their academic and professional growth.
2	Chaple	Katie	General Education	What Do You Really Know About Creative Writing	This class gives students a creative voice and asks them to take their inner-thoughts, emotions and creativity to the page. A few years ago, Southwire's CEO came to speak to Humanities professors and said he could teach anyone to code but couldn't teach someone to think like a poet, meaning he needed his workforce to be capable of thinking creatively and critically. This seminar hinges on communication, creativity, and critical thinking, all components needed in a workforce setting. Students will gain knowledge and experience in professionalizing their writing, their physical presence, and public speaking. They'll read and engage with Stephen King's craft book ON WRITING. Students will write in response to creative prompts in several genres and will read their efforts to the group and have their writing workshopped, meaning students will both present their work and will respond in written and oral format to others' work.
3	Chesnut	Neal	FIES - Physics	Reaching the Next Level - Catching Rockets	One of the most impressive engineering feats in recent history was SpaceX's Starship rocket booster flying back to earth's surface and being safely caught by "Mechazilla". Do you aspire to be the next great engineer? The purpose of this class is to help you realize those dreams. We will discuss how to succeed in the best classes for you. We will talk about how to incorporate research and projects into your academic experience. We will have opportunities for hands-on projects at UWG's makerspace, The Garage. We will spend time examining some of the great accomplishments in the last several decades. The final component of the class will be to give the student opportunities to hear from alumni that have went on to successful careers. Ultimately this class is designed to equip students with necessary tools to become great engineers and physicist.
4	Chwialkowska	Agnieszka	RCOB/Marketing	Cross-cultural Communication	Upon completing the course, you will be able to: CO1. Discuss basic concepts, conceptual frameworks, and other broader contexts of intercultural communication.; CO2. Identify cultural values.; CO3. Recognize how speech, texts, images and behaviors are shaped by cultures and interpreted through your own cultural lens.; CO4. Critically analyze case studies of how cultures are communicated verbally and non-verbally.; CO5. Recognize cultural barriers and apply tools to address key obstacles to effective communication across cultures.; CO6. Analyze and discuss examples of cross-cultural conflicts in a variety of situations.; CO7. Reflect on how various cultural concepts apply to your own life, communication and various areas of study.; CO8. Develop intercultural sensitivity in terms of beliefs, values, and norms.
5	Crowder	Kia	University College	Lead the Way: Unlocking Your Leadership Potential	This course explores the essential leadership skills that contribute to personal, academic, and professional success. Students will engage in discussions, activities, and reflections to develop self-awareness, communication strategies, decision-making skills, and conflict resolution techniques. By analyzing historical and contemporary leaders, students will learn how leadership styles impact teamwork, innovation, and community engagement. The course will also integrate real-world applications, helping students recognize and cultivate their own leadership potential.
6	Drammeh	Dr. Sheikh Tijan	Dept. of Civic Engagement and Public Service	WDYKA: USians & Their Government	Even though civic knowledge is required for new citizens; polls, surveys, and studies have shown that Americans generally possess limited understanding of their government, and how it works. In other words, Americans are generally "alien" in the workings of their own government. With that in mind, from the vantage point of an extraterrestrial alien visiting the U. S. for the first time, this

					course explores the Americans (USians) and their government (at the most basic level). As a result, this course is designed as “an intro to the Introduction to American Government” course. Therefore, the course tends to be very useful in preparing students for the core American Government (POLS 1101) course.
7	Edmonds	Laura	University Advising	Success in the First Year for Health Professions	This course should direct students toward a broad Orienting Question: How does my institution help me to navigate the world as a future healthcare professional (Nurse, Doctor, etc)? Completion of this course should enable students to meet the following Learning Outcome: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution. Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Critical Thinking, Teamwork, and Time Management.
8	Gross	Sarah	Center for Integrative Wellness	Resiliency and Thriving in Health and Wellness	This freshman-level course explores the multi-disciplinary concept of resiliency and thriving, along with career options in the healthcare and wellness fields. Students will enhance their understanding of the physical, mental, and social dimensions of wellness and how these aspects interconnect to foster overall well-being. Skills and strategies for positive psychology, practicing self-care, and developing a network of support will be explored for students to utilize in their personal, academic, and professional lives. The course will also explore career options and pathways into healthcare.
9	Haase	David	Athletics	Leadership Through Sports	This course examines leadership principles and concepts used throughout the sports industry and various sport organizations. Through this course, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions
10	Hansen	John	Chemistry	Origin of Life in the Universe	How life originated on earth has long intrigued people. The first scholarly attempt at answering this question was published in a monograph by the Russian biochemist, A. I. Oparin, during the 1930s. In 1952, Stanley Miller and Harold Urey at the University of Chicago simulated conditions on the early Earth and tested the hypothesis of a chemical origin of life. Within a vessel containing water, ammonia, methane and hydrogen, applying heat and continuous electrical discharges they produced over 20 different amino acids. During the 1960s, meteorites were found containing a vast array of amino acids and nucleotides. This course examines the planetary conditions necessary to foster the abiotic origin of life, and introduce students to basic ideas in biology, chemistry, astronomy, and geology. While providing an excellent overview of the STEM disciplines, students will give short weekly oral presentations and brief written accounts of the ideas they learned.
11	Hardeman	Torriane	Multicultural Achievement	WDYKA Multicultural Achievement: MAP LC	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
12	Isaacs	Shawn	School of Communication, Film, and Media	Walking Dead: Surviving College	This course will be taught on one day in a 100 minute block. Students will be immersed in a zombie survival role play game. Students will use dice to secure their character with various skills and abilities to help them survive the wasted FEMA camp on the UWG campus. In class students will be pushed stay alive from zombies, survivors, devious marauders, and their fellow classmates in near real-world situations. Dice will determine their luck in life or help them thrive. Outside of



					class students will write weekly reflections and essays outlining how they survived or how they could have survived if they died. Every decision counts, just like in college.
13	Jackson	Kristopher	External Degree Newnan	XIIDS 2002 : The College Experience In Movies	We live in a globalized and media-driven world where the films we watch provide valuable insight into the places we work, eat, study, sleep, communicate, and dream. Analyzing film allows us to take a closer look at the past, present, and future of our institution, society, and environment. In this course, we will explore a diverse range of films, examining how cinema reflects and shapes societal values, identities, and cultural norms within a given time period. We will also analyze and conceptualize a cinematic representation of today's society, encouraging students to critically engage with the way films help us understand our own positions in space and time. A key goal of the course is to introduce students to critical issues in film studies that are particularly relevant to their generation. Topics of discussion will include socio-economic status, gender, ethnicity, sexuality, and race, as well as how these issues are represented in film.
14	Jett	Bonnie	First-Year Writing/General Education	Happiness Now!	Over the course of the semester, we will examine the role of happiness as it varies from individual to individual. We'll read nonfiction articles centering on themes tangential to happiness, from the roles of mindset and gratitude to where melancholy fits in. We'll also read a few classic short stories in which cultural expectations both dictate and interfere with individual happiness.
15	Khan	Farooq	Chemistry Program	Sources of Energy and Existential Threat of Climate Change	<p>This course will utilize reliable media (New York Times, PBS and NPR) to discuss sources of energy (fossil fuels, solar and wind energy and nuclear power). Topics include: Sources of energy (locally, in the U.S., and world-wide); Geo-political considerations for fossil fuels; Impact on the environment including climate change; Current political discourse on fossil fuels and renewable energy. We will examine data on energy from the Department of Energy and the EPA and discuss the positions of the two major political properties on energy independence, climate change as well as international treaties.</p> <p>The assessments emphasize critical thinking and awareness of local and global issues and persuasive written and oral communication. Class visits by Career Services also connect students with resources available on campus for success in college. Finally, discussions and assignments emphasize the connection between energy and climate change and myriad career opportunities.</p>
16	Knoll	Chrissy	Sport Management, Wellness, and Physical Education	Resiliency and Thriving in Health and Wellness	This freshman-level course explores the multi-disciplinary concept of resiliency and thriving, along with career options in the healthcare and wellness fields. Students will enhance their understanding of the physical, mental, and social dimensions of wellness and how these aspects interconnect to foster overall well-being. Skills and strategies for positive psychology, practicing self-care, and developing a network of support will be explored for students to utilize in their personal, academic, and professional lives.
17	Krish	Emily	Department of Academic Success	The Value of Peer Leadership	The Value of Peer Leadership
18	Larson	Juli	Academic Excellence- University Advising	Oh the Things You Can Think!	Think you have outgrown Dr. Seuss? Think again! In this course, we will revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss), in which we will identify themes relevant to the life of a developing adult: including diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. We will also examine the books and author from a historical perspective to determine what current events may have influenced his writings. Furthermore, we will look at how the illustrative work adds to the book and brings life to its characters. The nature of the topics that will be covered also provide opportunities to highlight several campus resources such as the library,

					Advising Center, Counseling Center, Center for Student Involvement and Inclusion, Heath Services, and Center for Academic Success.
19	Liverman	Dawn	Academic Excellence - Advising	Success In the First Year	I see this course as an opportunity to create community and belonging for students in their first year. In addition to discussions surrounding academic strategies for success, campus services, and an understanding of how the world of higher education works, I like to infuse my course with deep and reflective conversations about identity and personal development.
20	Maddox	Logan	Undergraduate Admissions	Runnin' with the Wolves: Athletic Opportunities at UWG	This introductory course offers first-year students the opportunity to dive into the world of athletic communications, sports information, and broadcasting. Students will explore career paths within the industry, learn about the role of communications in sports, and gain insight from industry professionals. Through hands-on experiences, students will develop practical skills while contributing to UWG Athletics and the Carrollton community. This class provides a unique opportunity to get involved in real-world projects, enhancing knowledge and building connections in the sports media field. Perfect for students interested in sports, communication, and broadcasting.
21	Maggiano	Corey	School of Social Science	Why Do We Have to Die	This course uses a biocultural approach to discuss an age-old question: Why must we die? Students will learn in a seminar style discussion and debate setting with guided research and readings for preparation. Strategies for group work, presentations, note taking, studying, and exam taking will be discussed. The class begins with a strictly scientific approach to injury, aging, senescence, and the physiology of death, but expands our perspectives by considering other much longer-lived lifeforms, explaining why some animals like jelly fish, hydra, and lobsters live long enough to be considered “biologically immortal”. The second half of the class explores the cultural side of death, including cross-cultural perspectives on death and dying, with ethical, social, and philosophical considerations paid to the concept of life extension. Finally, the students will move past biological death itself to examine a possible future where humanity is interwoven with artificial intelligence and virtual worlds. Is it possible it’s only a handful of generations until death itself is defeated?
22	Matthews	Macie	Center for Academic Success	Thriving in College: Life Hacks for Success	This course will focus on thriving in college, not just getting by. Students will explore ways to balance academics, social life, and personal well-being, without sacrificing any one area. Practical strategies will be covered, including goal-setting, time management, maintaining mental health, fostering social connections, and building positive habits that promote lifelong growth and wellness. The course will allow students to openly share their experiences and perspectives, and allow students to learn from one another in a meaningful way.
23	McPhail	Martin	Chemistry	The Materials that Make Our World	From the advent of iron, glass, and cement to the development of polymers and semiconductors, the introduction of new materials has repeatedly altered human civilization. These technologies have brought great benefits to humanity while also carrying many associated ills—conflicts to secure rare resources, pollution of the environment, and exploitation of workers to name a few. Using current articles, videos, and in-class discussions, students will explore the historical impact of materials on human technology and how materials shape the modern world. The lifecycle of modern materials from acquisition through production to waste management will be analyzed. Current challenges related to the politics, ethics, sustainability, and environmental impacts of modern materials will be discussed. Students will apply this knowledge to develop an original project analyzing the materials in a consumer product of their choosing.

24	Parsons	Mary	Townsend Center (Division of Academic Affairs)	Success in the First Year	<p>Making the transition from high school to college can be challenging for a multitude of reasons, many of which extend beyond academics. This course will provide you with the tools to successfully navigate your first year of college through</p> <p>Recognizing effective study habits</p> <p>Implementing time-management skills to prioritize academic work while allowing space for other important activities</p> <p>Understanding how to take effective notes, as well as how to organize them to maximize engagement with a topic</p> <p>Distinguishing the difference between growth and fixed mindsets and how to foster a purposeful growth mindset</p> <p>Making informed choices about your major based on an understanding of your motivations and future career plans</p>
25	Phillips	Mary	Academic Excellence	Major Decisions: Charting the Course to Your Career	<p>This course will provide undecided freshmen (Focus Area Business students) with the tools and resources necessary to navigate their university experience, how to choose a major that aligns with their career goals, establish a personal brand, set attainable goals, understand academic resources, and develop leadership skills. The focus will be on the students themselves, allowing them to gain clarity on their goals that charts the path to their future careers. The hope is that this cornerstone class will provide the student with confidence that they have chosen the best major for them that aligns with their personality, goals, and dreams.</p>
26	Ridley	Hope	Career Services	Main Character Energy: Let Go & Live!	<p>Do you ever feel like you're constantly trying to have it all together, but no matter what, it's never enough? Maybe you feel like you're not the main character of your life story? This course is designed to help you stop stressing over perfection and start focusing on what truly matters so you can learn to become the leader of your life. You'll explore the psychology of toxic positivity and be introduced to Buddhist and Eastern philosophy concepts such as the art of suffering, living in the present, and understanding what we can and can't control. The goal is you'll learn how to manage stress, shift your mindset, and embrace challenges with confidence.</p> <p>Beyond personal growth, this course will also help you develop critical thinking, time management, and teamwork skills—essential tools for college success and career readiness. Whether you're someone who overthinks everything, feels stuck in comparison, or just wants to feel more in control of your own story, this class will help you build a grounded, intentional approach to both college and life. By the end of the semester, you'll have practical strategies to navigate academic, personal, and professional challenges with clarity and confidence—stepping fully into your own "main character energy."</p>
27	Ringer	Shelby	Center for Academic Success	Do It For The Gram: Building Your Best Self	<p>Do It For The Gram is about more than just social media - it's about discovering who you are in college and how the world around you shapes your journey. This course encourages students to explore their personal and professional identities, reflect on their values and aspirations, and consider how their experiences influence their future paths. Through digital storytelling, self-reflection, and portfolio-building, students will learn to craft and control their own narratives. By examining the role of social media, personal branding, and professional networking, students will gain a deeper understanding of how to present themselves authentically and purposefully. Whether shaping their academic trajectory, career plans, or personal growth, this course equips students with the tools to make intentional choices and build a future that aligns with their goals. By the end of the semester, students will have a clearer sense of who they are, what they want, and how to navigate their college experience with purpose.</p>

28	Roberts	Brian	Institute for Faculty Excellence	Your Brain and AI	The framework of the course will weave AI literacy and academic success. As a class, we will be exploring foundations of cognition in relation to college success, such as growth mindset, the importance of wellness for learning, why critical thinking matters in the age of AI, and what metacognition is. Opportunities to learn effective and appropriate uses for AI during the academic journey will present students with the knowledge and skills to be more informed users of AI tools. Instructors from colleges around campus will be invited to share how AI is utilized in courses in their disciplines alongside AI in their future careers.
29	Rollins	Minna	Marketing	How Not To Be Ignorant About the World	This course focuses on building students' global knowledge base and giving the students the practical tools and techniques to approach global and local issues. The topics in this course range from exploring the role of esports in sports entertainment to learning about life expectancy around the World and this course also discusses personal finance topics. Various teaching methods, such as in-class discussions, in-class and virtual lectures, small group discussions, and written assignments, are used. Students must attend in-class and virtual classes and interact with their instructor and classmates.
30	Sewell	Josh	Department of General Education/First-Year Writing	What Do You Really Know About Film (Film LC)	Watching and discussing the television series Ted Lasso will enable students to develop analytical skill sets as they practice viewing, thinking, and communicating about each episode of the popular show, as well as associated readings. In addition to essential skills like critical thinking and media literacy, the course will also focus on the importance of kindness and empathy in an increasingly angry and cynical world.
31	Smith	Rebecca	UWG Newnan	Building Your future: Business, Innovation, and Leadership	The Business of You: Career & Leadership Foundations empowers you to take charge of your future—no matter your major or career goals. You will develop key skills like leadership, teamwork, time management, and critical thinking while learning how to build your personal brand and network effectively. Through hands-on activities and self-leadership exercises, you will gain the confidence to navigate college and beyond. This course also helps build your skills in CourseDen, UWG's learning management system, helping you stay organized and engaged. Whether you plan to lead a team, launch a business, or thrive in your field, this course will help you develop the mindset and strategies for success.
32	Speights	Corey	ITS	Intro-Lives Sports Video Production	This hybrid course provide students with base knowledge to produce live sports broadcasts. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, and sideline reporter. Students will learn to build and operate professional industry gear such as controlled production cameras, tricaster video switcher, replay system, and audio sound boards. Students also study the history of sports broadcasting and sports media partnerships and analyze industry trends.
33	Udombon	Hope	Business	Business in Everyday Life	
34	Vaughan	Arielle	CHASS Dean's Office	What Do You Know About Southern Food?	This course surveys varying cultural representations of Southern cuisine and analyzes the traditionally accepted notions of what it means to be Southern. Though the definition of Southern food is often boiled down to the stereotypical fried chicken and collard greens, the South's culinary products are as diverse as the people who occupy the region. In this course we will examine not only the history of Southern cuisine, but how food has shaped the region and our individual identities. This course will be divided into four units: Reading the South, Seeing the South, Selling the South, and Rewriting the South. We will explore poetry and prose, film, print media, photography, and digital resources to unpack how American culture at large has shaped the narrative of the South, and we, as active participants in a digital and interconnected world, can reshape or even rewrite that narrative.

<b>35</b>	Velez-Castrillon	Susana	Management	Birds Aren't Real	In this First Year Seminar (XIDS) section, Birds Aren't Real? we will discuss conspiracy theories and the News. There are all types of News, and they are important to stay up to date on different topics such as business, politics, arts, music, sports, and pop culture. Students need an appreciation for the news to be good citizens. The news is a source of opportunities like new trends or changes in policy. Reliable news sources are also a vital part of an informed society. A single post by an influencer is tied to many business decisions. At the end of this semester, students will have a better understanding of news literacy and the importance of the news for analysis and decision-making.
<b>36</b>	Watkins	Kristin (Blair)	Honors College	How to Survive Adulthood 101	During this course, students will work on basic skills needed for life after graduation. This is a course that will touch on a variety of skills from different disciplines to allow each student to develop the well-rounded skills needed for life after college. We will work on skills such as: budgeting, time management, how to communicate effectively, how to network, why you should give back to your community, how to integrate fun into everyday life, how to grow your own food and more! Students will have required readings, practice basic research, and activities during each session.
<b>37</b>	White	Tedra	Multicultural Achievement	WDYKA Multicultural Achievement: Legacy League LC	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.