

**Committee I: Undergraduate Programs Committee**  
**Kim Green, Chair**  
**Meeting Minutes for Thursday, April 6, 2023, 2:30 pm (Google Meet)**  
*Minutes approved by online vote April 17, 2023*

**Attendance: Betsy Dahms, Nancy Capponi, Melanie Conrad, Kim Green, Donna Haley, CJ Ivory, Cody Mason, Tammy McClenny, Margaret Mitchell, David Newton (for Jill Drake), Jason Nicholson, Beth Scullin, and Scott Sykes**

**Guests: Ryan Bronkema, Rebecca Harrison, Melissa Johnson, Thomas Peterson, Jeff Zamostny**

- I. Call to Order
- II. Approval of March 8 Meeting Minutes

**The minutes were approved.**

- III. Program and Course Proposals

**A) College of Arts, Culture and Scientific Inquiry**

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

- a) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) in English Education Track\)](#)

Request: Revise

This proposal removes EDUC 2110, EDUC 2120, and EDUC 2130 from the major requirements for the ABM in English, Secondary Education track. The USG Board of Regents no longer requires these courses, and the UWG College of Education has stated that they are now optional.

- b) [English, B.A. \(Secondary Education Track\)](#)

Request: Revise

This proposal removes EDUC 2110, EDUC 2120, and EDUC 2130 from the major requirements. The USG Board of Regents no longer requires these courses, and the UWG College of Education has stated that they are now optional. This change will decrease the total credit hours to 120.

**Rebecca Harrison explained these two proposals for English B.A. tracks. These two were voted on as a block because the rationale is the same for both. These proposals were approved.**

2) Department of Natural Sciences

- a) [Biology, General Biology Track, B.S.](#)

Request: Revise

There are two changes. First, BIOL 4984 Senior Biology Seminar is being stated as a required course for majors in both the list of courses in the curriculum and the curriculum schema. Second, the Biology (3000/4000) elective hours are increased from 0 – 20 to 0 – 29 credit hours (and the Electives (3000.4000) hours are reduced from 0 – 18 to 0 – 9 credit hours) to require more biology electives and fewer general electives.

b) [Biology, Professional Preparation Track, B.S.](#)

Request: Revise

The rationale is the same as for the Biology General Track above.

**Melissa Johnson explained these two proposals for Biology B.S. tracks. These proposals were voted on as a block because the rationale is the same for both. These proposals were approved.**

**B) School of Communications, Film, and Media**

1) [COMM 1121 - Experiential Learning Lab](#)

Request: Add

The school has multiple Experiential Learning Labs where students can participate as trainees, volunteers, and paid staff. This class allow students to opt for credit-bearing participation in these opportunities as early learners.

**Melanie Conrad explained the course is like an internship on campus. The labs include operations such as Wolf Radio or WUTV among others. The course is variable credit and repeatable for up to 6 credit hours. This new course was approved.**

2) [COMM 4221 - Health Communication Campaigns](#)

Request: Add

The content of a current course (COMM 4220 Health Communication) is being split into two separate courses to support the new Health Communication Certificate. This new course focuses on media and campaigns.

**This new course was approved.**

3) [Health Communication Certificate](#)

Request: Add

This 12-hour certificate provides the opportunity to focus on communication in the healthcare context. Students will learn how various factors (demographics, personality,

communication styles, personal history, cultural background) impact patient-provider interactions and public health messaging.

**The committee inquired about how new or prevalent this focus is, and Melanie Conrad explained that some other schools do have similar certificates but not many in the state of Georgia. This new certificate was approved.**

### **C) University College**

#### 1) Center for Interdisciplinary Studies

##### a) [XIDS - 2300 - Connecting with youth from "high risk" settings](#)

Request: Add

This course covers models and processes for connecting educators, students, and knowledge in ways that build relationships with youth that come from “high-risk” settings to support their learning and engagement. The foundation disciplines for this course are psychology, philosophy, and sociology. The course will count in Area E4.

**Thomas Peterson explained the rationale for this proposal and the position it fills in the curriculum. The course proposal was approved.**

### IV. Course Designation Requests

#### A. Presentation and vote on Undergraduate Research HIP Designation Requests (see submission in separate file emailed with agenda)

**Jeff Zamostny presented these courses. The Undergraduate Research committee reviews these requests based on criteria that have previously been approved by the Faculty Senate. The 16 courses on the list (attached below to these minutes) brings the total to 67 courses that have received the undergraduate research designation since spring 2022. The courses on the list submitted for this meeting were approved.**

#### B. Presentation and vote on designation requests for courses with a work-based learning component (see submission in separate file emailed with agenda)

**David Newton presented the list of 60 courses for the Work-Based Learning designation. This is the first list (attached below to these minutes) presented for this designation using the criteria previously approved by the Faculty Senate. While the work-based learning focus**

**aligns with the QEP, these designations would exist even without the QEP, and this process can stand separate from the QEP. This list of courses was approved.**

- C. Presentation and vote on First-year seminar/Cornerstone XIDS course topics (see submission in separate file emailed with agenda)

**Ryan Bronkema presented the XIDS 2002 Cornerstone course topics for the 2023 – 2024 school year. Rather than approve each course separately, the Faculty Senate previously approved a process in which the course topics are presented as a block. The list for the coming year (attached below to these minutes) includes 41 course topics. While this is not as many topics as in some prior years, it is expected that capacity will be sufficient to accommodate the fall enrollment. The list of topics was approved.**

- V. Old Business

**The Comprehensive Programs Reviews completed last month were submitted by the deadline. Amanda Thomas sent thanks to the committee for its work on preparing those reviews.**

- VI. New Business

Honors Faculty Council liaison

**The Faculty Senate is trying to establish connections and information flows with other faculty teams that serve a similar advisory or policy role on campus. UPC has been asked to connect with the Honors faculty council. UPC committee members who work with the Honors program indicated that there is not a group known as the “Honors Faculty Council.” There are two groups of faculty working in association with activities of the Honors College, specifically, one focused on research and one on admissions to the Honors College. Some of these faculty are also on UPC. We will build on these connections for information flows starting in fall. Additionally, clarification will be sought from the Executive Committee of Faculty Senate about which group and activities we are connecting with.**

UPC chair for 2023 – 2024

**Kim Green volunteered to serve as chair for 2023 – 2024 year, and this position was accepted by vote of the committee.**

DATE: March 14, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on March 13, 2023 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021.

The following table indicates the Undergraduate Research Committee’s recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course’s level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means “Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research” (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ANTH 3104	The Survivalist’s Toolkit	Nathan Lawres	All sections	3	3
ANTH 4173	Language and Culture	Elizabeth Falconi	All sections	3	2
ANTH 4176	Narrative and Storytelling in Ethnography	Elizabeth Falconi	All sections	3	3

ANTH 4201	Artifact Analysis	Nathan Lawres	All sections	3	3
ART 4290	Modernist Criticism	Nathan Rees	All sections	2	2
ASTR 3133W	Observational Astronomy	Nicholas Sterling	All sections	3	3
ECON 4476	Business Analytics Capstone	Michael Sinkey	All sections	4	3
ECON 4484	Seminar in Economics	Hilde Patron	All sections	2	2
MKTG 3808	Business Research	Beheruz Sethna	Fa 23: CRN 80462, 80463	2	3
PHIL 4130	Feminist Philosophy	Rosemary Kellison	Fa 23: CRN 83144	3	2
PHYS 4984W / ASTR 4984W (cross- listed)	Physics Seminar / Introduction to Astrophysical Literature	Nicholas Sterling	All sections	3	2
SOCI 3293	Sociology of Family	Emily McKendry- Smith	Fa 23: CRN 80223 Sp 24: CRN 12486	2	1
SPAN 3030	Introduction to Hispanic Literature	Jeffrey Zamostny	All sections	2	1
SPAN 3102	Spanish Composition	Yvonne Fuentes	All sections	3	1
XIDS 2002-H	What Do You Know about the Honors College?	Jeffrey Zamostny	Fa 23: CRN 80164, 80165, 81491, 81499	2	2

DATE: March 31, 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 Colleagues on the UPC:

The following 60 courses were submitted by faculty members to receive the 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.
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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 Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code	USG Institutional Code
CHEM 4086	Internship in Chemistry	Megumi Fujita	All future sections	ZURP	ZWL3	WBL2
CHEM 2086	Chemistry Leadership Practicum	Megumi Fujita	All future sections	ZURP	ZWL2	WBL2
ANTH 3188	Ethnographic Field Methods	Marjorie Snipes	All future sections	ZURP	ZWL2	WBL1
ANTH 4184	Anthropology Capstone	Isabel Maggiano	All future sections	ZURP	ZWL1	WBL3
PSYC 4887	Practicum: Experiences in Human Services	Lisa Osbeck	All future sections	ZURP	ZWL1	WBL2
ECED 3282	Practicum I	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4784	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED4283	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED 4284	Practicum III	Laura Smith	All future sections	ZURP	ZWL4	WBL2



ECED 4286	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4785	Practicum III	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4786	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 4686	Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SEED 4286	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SLPA 3790	Introduction to Clinical Practicum Observation	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3750	Diverse Experiences Practicum	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3751	Practicum I	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPED 3752	Practicum II	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 3670	Practicum	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SPMG 4584	Pre-Intern Seminar in Sport Management	Laura Smith	All future sections	ZURP	ZWL4	WBL2
PHED 4686	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECED 4251L	Assess and Correction Clinical Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2
READ 4251	Assess & Correction: Reading Education	Laura Smith	All future sections	ZURP	ZWL4	WBL2
SEED 4238L	Instruction Strategies for Secondary	Laura Smith	All future sections	ZURP	ZWL4	WBL2

	English Education					
SPMG 4686	Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
FORL 4501	Foundations of Language Development	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
FORL 4502	Methods of Teaching Foreign Language	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
FORL 4586	Teaching Internship	Lisa Connell	All future sections	ZURP	ZWL4	WBL2
COMP 4986	Computing Internship	Anja Remshagen	All future sections	ZURP	ZWL4	WBL2
SEED 4238L	Instructional Strategies for Secondary English Education Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2
ECSE 4786	Teaching Internship	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 3301	Clinical Practice I	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 3302	Clinical Practice II	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 4301	Clinical Practice III	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
NURS 4302	Clinical Practice IV	Jenny Schuessler	All future sections	ZURP	ZWL4	WBL2
SEED 4243L	Instructional Strategies for Secondary Social Studies Education Lab	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 4300	Clinical Specialty Practice	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2

NURS 4486	Study Abroad	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2
SPMG 2600	Introduction Sport Management	Laura Smith	All future sections	ZURP	ZWL4	WBL2
NURS 4508	Leadership & Management Practicum	Jenny Schuessler	All future sections	ZURP	ZWL3	WBL2
ANTH 4102	Archaeological Field Research	Nathan Lawres	All future sections	ZURP	ZWL1	WBL1
ANTH 4103	Field Methods in Cultural Resources Management	Nathan Lawres	All future sections	ZURP	ZWL1	WBL1
THEA 4486	Internship	Shelly Elman	All future sections	ZURP	ZWL4	WBL2
CISM 4386	Business Internship (Management Information Systems)	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
MGNT 4680	Human Resources Practicum	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
MGNT 4686	Business Internship: Management	Tom Gainey	All future sections	ZURP	ZWL1	WBL2
ACCT 4286	Business Internship: Accounting	Alison Hollingsworth & Michael Yu	All future sections	ZURP	ZWL1	WBL2
BIOL 4986	Biological Internship	Melissa Johnson	All future sections	ZURP	ZWL4	WBL2
FINC 4586	Business Internship (Finance)	Heather Bono	All future sections	ZURP	ZWL4	WBL2
MKTG 4886	Marketing Internship	Salil Talpade	All future sections	ZURP	ZWL2	WBL2
GRMN 4170	Advanced Language Skills	Lisa Connell	All future sections	ZURP	ZWL1	WBL2

FREN 4100	French Film Internship	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
SPAN 4250	Spanish Translation	Lisa Connell	All future sections	ZURP	ZWL1	WBL2
GEOG 4086	Internship	Hannes Gerhardt	All future sections	ZURP	ZWL1	WBL2
COMM 4421N	Practicum: The West Georgian	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421R	Practicum: The WOLF Internet Radio	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421T	Practicum: WUTV	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4421P	Practicum: Bluestone Public Relations Firm	Brad Yates	All future sections	ZURP	ZWL1	WBL3
COMM 4486	Internship	Brad Yates	All future sections	ZURP	ZWL4	WBL2
MUSC 4187	Teaching Internship	Cale Self	All future sections	ZURP	ZWL4	WBL2

### Cornerstone (XIDS 2002) Topics for UPC F2023

Email Address	Instructor Last Name:	Instructor First Name:	Course Title	Course Description
tlarring@westga.edu	Arrington	Logan	WDYKA: Failure or Failing towards Success	This class combines perspectives from history, psychology, and education to present an interdisciplinary approach to addressing the concept of failure. Within each of the lenses described above, the students will explore the various elements through research and writing. Students also keep a failure journal where they respond to various prompts. This allows them to practice reflection and their writing skills. For the less personal items, students will present to the class in teams to develop professional communication skills. Within the course, we consistently return to important concepts related to failure (i.e., growth mindset, productive failure, etc.) as we discuss methods for responding to struggles in our personal, professional, and academic lives.
kbarrett@westga.edu	Barrett	Kathleen	How I Can Make the World A Better Place	Many students are anxious to make a change to the current situations but frequently feel powerless to do so. However, there are some advocacy methods that students, individually or as a group, can use effectively. This course will help students identify ways that they can advocate to promote social justice and human rights by raising their awareness of the issues and underlying causes and teaching them advocacy methods. As part of the class, students will be asked to design and execute an advocacy effort.
bbarron@westga.edu	Barron	Brittney	Navigating Relationships in College	Often, families are complex and dynamic not only in terms of personalities and beliefs but also in terms of who makes up the family unit. Everyone has a different idea of what family is. Families can be made up of a mother and father figure, same-sex couples, single parents, grandparents (or other family members) who step in to help raise children, chosen families, and even couples without children. Apart from families being formed naturally, alternative methods such as egg or sperm donation, adoption, fostering, and IVF (In vitro fertilization) may be used to create families. No matter what your family structure is or what group you belong to, you are loved. A family is defined by love, regardless of how it forms.
sbdutt@westga.edu	Basu-Dutt	Sharmistha	How I Can Make the World A Better Place	This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you. There will be an experiential component in this course. Each XIDS student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and has the option of writing a final paper tying together these experiences and the theories presented in class and the text. The other option is a project.

<b>achwialk@westga.edu</b> u	Chwialkowska	Agnieszka	BUSINESS: Cross-cultural Communication	This course focuses on various topics about cross-cultural communication and diversity and implications for a variety of disciplines. This is an activity-based course that helps students understand where their behaviors come from, to encourage them to reflect on their lives and the sources of their deeply held assumptions. This course explores how the way we communicate, perceive the world, behave, and what we believe in is shaped by culture. In-class activities simulate cross-cultural experiences, and short readings and mini cases discussed in class encourage academic exploration of cross-cultural issues such as communication, managing diversity, international negotiations, and conflict resolution. In-class activities encourage students to see the differences among us as a source of synergy rather than a hindrance and introduce the concept of cultural values in a fun and engaging way to help students discover how culture affects our decisions.
<b>aellison@westga.edu</b>	Ellison	Amy	(Honors Course) Horror	This course explores horror and its sub-genres in art, film, and literature. As audience members and critical thinkers, we will examine the metaphorical commentaries horror makes on society—and why we flock to it. During our exploration of distinct concepts of the monstrous and grotesque, specific units will focus on psychological, supernatural, Lovecraftian, analog, and body horror. Course expectations include participation in discussion and activities, critical reading and journaling, and the completion of a final creative project and presentation.
<b>kgreen@westga.edu</b>	Green	Kim	BUSINESS: Georgia's Industries	This seminar will explore the unique industries of Georgia. We will examine how clusters of businesses create an ecosystem. Through both activities and discussions, students will have opportunities to explore concepts such as scale, location, and supporting infrastructure for business ecosystems. The state of Georgia is home to a variety of vibrant industries comprised of small and large companies. Just to name a few, we have agriculture (poultry, pecans/peanuts, Vidalia onions), carpets (clustered around Dalton), food and beverage (Coca-Cola, Waffle House), transportation/shipping (world's busiest airport, UPS), automobiles (Kia, Porsche, Mercedes), bioscience and healthcare (CDC), entertainment (movies, music), tourism/convention, and more. In a class project, students will individually collect data about businesses in various industries and we will compile those findings into a class dataset to analyze together as a class. Students will gain practice with spreadsheets and with basic statistics and analytical methods for research.
<b>kgreen@westga.edu</b>	Green	Katherine	Won't you be my neighbor: A course on kindness,	This course will take a dive into the life and lessons of Mr. Fred Rogers, an iconic TV personality who taught kindness, love, and self-worth through his show: Mr. Rogers' Neighborhood. The students will explore the teachings of Rogers through videos, articles, discussion, and collaborative activities. Students will analyze the

			encouragement , and self-worth	weekly concepts, articles, videos, and current events related to the teachings. Students will complete a collaborative service-learning project. Past examples included anti-bullying campaigns, compliment boxes in dorms, etc. The course schedule will be broken down by weekly concepts. The students will explore the history of Mr. Rogers' Neighborhood through interactive lectures, videos, and articles. The documentary "Won't You Be My Neighbor" will be shared. Each week a different lesson will be highlighted such as inclusiveness, self-discipline, encouragement, the importance of helping others, love, and self-worth. Each concept will be shared with the class with follow-up, interactive activities.
<b>dhaase@westga.edu</b>	Haase	David	Learning Leadership through Sport	In any profession or life venture, the attitude and overall culture of a team is a direct reflection of its leadership. In the environment of sport there are many different approaches that have been proven effective. The primary goal of this course is to help current and aspiring leaders gain a better understanding of effective leadership, to provide tools in developing effective leaders, and to provide networking opportunities with individuals across various disciplines. The course is designed to provide the student an opportunity to learn and to apply leadership principles in a variety of settings.
<b>jhansen@westga.edu</b>	Hansen	John	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. Until his death in 1996, the astronomer Carl Sagan was a leading proponent for searching out life in the universe. This course taught by a professor of chemistry (with background in biochemistry and astronomy) will examine planetary conditions, chemistry, and biology thought necessary to foster the abiotic origin of life in the universe.
<b>mhester@westga.edu</b>	Hester	Michael	AAMI: Multicultural Achievement	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.
<b>alisonh@westga.edu</b>	Hollingsworth	Alison	BUSINESS: Shark Tank and Beyond: What You Need to Know in the Real World	This course would include the following topics and activities: 1) Workshop on study habits and tips for transitioning into college life including a budget overview and Zero-based Budget project, 2) Introduction to entrepreneurship through viewing Shark Tank episodes and participating in group discussions on each episode. 3) Student electronic portfolios with Resume', cover letter, sample project work, presentations, etc. 4) Participation in mock job interviews with members of UWG Career Services serving as interviewers who would evaluate each student on their interview and provide constructive feedback. 5) Personal Elevator Pitch Presentation 6) Guest speakers (Todd Anduze, etc.) 7) Career coaching 8) Monopoly Project Accounting Cycle Overview 9) Business Plan Challenge 10) Tour of the Burson Center and Tinker's Box 11) How to Prepare for an Internship
<b>mhopper@westga.edu</b>	Hopper	Michael	BUSINESS: Dilbert Teaches You the Business	Drawing on resources both conventional and otherwise, this course will help the business major begin to develop the skills needed to succeed in a business environment. We will focus on time management and self-organization skills useful in college and afterward. From Buzzword Bingo to actual meaningful terminology, the student will learn to "right-size" his or her business vocabulary. We expect to devote substantial time to developing financial responsibility, touching on topics such as personal debt management and the "time value of money," all of which will lead to a focus on some aspects of business-appropriate math and an introduction to Excel. Finally, we will spend some group time working on the interpersonal skills necessary to thrive in a world occasionally populated by Accounting Trolls and Pointy-Haired Bosses.
<b>sisaac@westga.edu</b>	Isaacs	Shawn	The Walking Dead: Surviving College	This course will be taught on one day in a 100 minute block. Prior to each class each student will be required to watch an episode of The Walking Dead, starting with season one. Students can currently access The Walking Dead via a \$7.99 Netflix subscription, if they do not already have access to Netflix. Each week I will highlight specific moments in each episode that examples both good and bad communication and critical thinking. It will definitely focus on characters who meet their demise, and analyze how that could or could not have been averted. At the end of season one, six episodes, each student will pick a character and write a paper on how that character's decisions and communication affected the season outcome. Additionally, students will write were there any extenuating circumstances that prevented decisions or communication?



<b>kjackson@westga.edu</b> u	Jackson	Kristopher	College Seen Through Movies	<p>We live in a globalized and mediated world where the movies we watch provide insight into the places where 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 country and the environment.</p> <p>In this class, we'll look at a broad range of movies and examine how movies define a group of people or society within a certain time period. We will also craft or select a cinema's version of today's society. This course will help students think about how films can help us to understand our own positions in space and time. A secondary goal of the class is to introduce you to critical issues in film studies that relate to issues for their generation. Some issues that will be seen and discussed are socio-economic status, gender, ethnicity, sexuality, and race. Thus, we will examine how these issues are viewed in the film and represent a particular decade. In this class will watch movies from decades of the 80s, 90s, 00s, and today. Class time will be devoted to lectures, intensive writing, discussion, and group activities, where we will explore such questions as: What does the movie teach us about society and culture of that specific time period? Is the film still relevant today? Movies that may be selected are Pretty Woman, The Matrix, Mean Girls, and Breakfast Club. Warning: some of these films have an adult rating and may be offensive. Throughout the course, students will be asked to think critically and utilize some class lessons in their everyday college experience.</p>
<b>wjang@westga.edu</b>	Jang	Wooyoung (William)	Playing and Watching Esports Games	<p>The esports industry has developed rapidly in recent years. Esports consumption among those aged 25 and younger have surged such that traditional sport organizations, such as ESPN, a US sports television channel, have invested in esports and have begun organizing and airing programs centered on esports events in order to attract younger sport consumers. Also, esports has attracted interest from the academic domain and is becoming increasingly accepted as a form of sport, and it would behoove sport management academics to evaluate research pertinent to esports, as it is likely to provide future guidance to the sport industry. We will experience and watch esports games and learn more about esports in diverse aspects.</p>
<b>fkhan@westga.edu</b>	Khan	Farooq	Sources of Energy and the Existential Threat of Climate Change	<p>Climate change, as evidenced by floods, hurricanes and wildfires, poses a global existential threat that impacts habitats and food production. Essential human activities (production of energy and transportation) contribute significantly to climate change. This course will utilize reliable current media (New York Times, PBS and NPR) to discuss sources of energy that include fossil fuels, solar energy, 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; Environmental activism (for example, by Greta Thunberg); and public policy in the United States.</p>

				The course (taught by a chemist) will also feature a professor of Economics and an entrepreneur active in Carrollton. In large part, students will utilize available resources to give short presentations and discuss various aspects of energy and climate change, from the personal level to a global level.
<b>skramlich@westga.edu</b>	Kramlich	Sara Beth	Around the World in One Semester	More than simple geography and understanding maps, this course provides a broad worldview of cultures to strengthen character and become more successful students and individuals.
<b>jlanson@westga.edu</b>	Larson	Juli	Oh, the Things You Can Think!	Think you have out grown Dr. Seuss? Think again! In this course, we revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss). In our analyses, we identify themes relevant to the life of a developing adult. Books are read during class (also accessible in CourseDen) since they are all relatively short and they will provide the prompt for analysis to determine the focus for each week's lesson. Topics for study include diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. Assignments used include class discussion, reflective journaling, literary analysis paper, favorite book presentation, and writing, illustrating, and presenting their own children's book. Additionally, the topics that are covered provide opportunities to highlight several campus resources such as the library, Counseling Center, Center for Diversity and Inclusion, Heath Services, and Center for Academic Success.
<b>alewis@westga.edu</b>	Lewis	Ashley		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.
<b>dliverma@westga.edu</b>	Liverman	Dawn	Harry Potter and College Experience	I'd like to develop a course around the World of Harry Potter using themes and examples from the books/movies to serve as a way to view the transition into higher education...from the acceptance letter, to moving on campus, to navigating services and coursework, to finding food, to attending extracurricular/sporting

				events, to joining clubs and organization, to going home for the summer, and all that goes along with it. Students will be asked to write reflections on activities happening on campus and how those relate back to situations in the series and discuss the relevancy of those experiences to their acclimation and familiarization with campus. The series will also be used to springboard into conversations around diversity, justice, and bias.
<b>imaggian@westga.edu</b>	Maggiano	Isabel	Lives and Deaths of Primates (Including YOU!)	This course introduces students to ways biological anthropologists examine primates from biological and evolutionary perspectives, including topics such as DNA inheritance, modern human variation, living primate anatomy and behavior, forensic and archaeological analysis of human skeletal remains, ancient human fossil morphology, and Stone Age cultures. The course will be taught at the BAFAL (Biological and Forensic Anthropology Lab) and will follow a hands-on experiential learning approach using available lab collections. Throughout the course, students will learn how to develop lab protocols and a laboratory handbook.
<b>mmcphail@westga.edu</b>	McPhail	Martin	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 (video, poster, podcast, etc.) analyzing the materials in a consumer product of their choosing.
<b>bolivier@westga.edu</b>	Olivieri Parker	Blyne	History of Information	<p>This course explores the production and evolution of information and associated technologies from clay tablets to the internet. The course starts with the building blocks of what information is, who creates it, how it is distributed, and for what purposes. We will then go into the histories and impacts of specific technologies, and students will have a hands-on workshop to bind their own book. Throughout the course students will have the opportunity to critically consider and discuss how information technologies affect society and how society responds to and shapes those information technologies in return.</p> <p>Information is foundation of learning. The History of Information first-year seminar will engage students with why information has been created, how it was disseminated, and for what intent. Students will learn how information technologies leverage materials, recent inventions, and the skills of people in the</p>

				spread of data, whether it be financial tallies of agricultural yields, religious texts, or news about your neighbor next door. This course touches on numerous academic disciplines including visual arts (book illustrations and visual literacy), economics (costs and revenues of information technologies), anthropology (oral cultures), computer science (how information is transmitted in the digital age), sociology (how information technologies change society) and psychology (how individuals interact with, and are affected by, digital content). Students will emerge with a critical understanding of information technologies and an awareness of how the information they use and create impacts their lives and the broader world, which sets the stage for critical thinking in their college career and in life-long learning.
<b>tponder@westga.edu</b>	Ponder	Terrie	#adulting: learning life skills in a digital world	As UWG students transition into the world of adulthood, they must learn the most basic “need-to-knows” of being an adult. With present-day technologies, students can easily navigate the world and learn how to do almost anything. Yet, are they receiving the correct information? Are they distracted? Do they know what questions to ask? #adulting will help students navigate the world by practicing and mastering life skills essential to everyone. Some of the hashtag topics of the course include #techguru, #fakenews, #socialresponsibility, #diversityinclusion #beprofessional, #realjob, #budgetingbasics, #ineedcredit, and #life hacks. This course will teach these skills while integrating the most current technologies, apps, and other digital tools designed for each specific purpose. As a cumulative project, students will reflect upon their areas of #adulting expertise and will digitally create a blog, website, or videos to be published online to the public.
<b>nrjordan@westga.edu</b>	Ramsay-Jordan	Natasha	Navigating Race and Gender Issues	Taught in conjunction with effective college transition skills, this course will include special topics about how underrepresented students in Higher Education can overcome stigmas and implicit biases stemming from gender and race-based disparities. Topics will include comparative perspectives on current higher learning experiences of historically marginalized groups and the extent to which these groups have been excluded in academia. Also embedded in the seminar is a study of the relevance and utility of an undergraduate degree for social change within a modern society, including critical thinking about the impact of obtaining a degree, active learning, effective communication, and engagement within the UWG community.
<b>erichard@westga.edu</b>	Richardson	Emily	The Value of Peer Leadership	My course titled, "What do you know about: Academic success" will be based on sharing academic success strategies, reflection on past academic experiences in high school as it relates to the collegiate experience, and an overall institutional connectedness. Over the course of the semester, I will instruct students on different academic success strategies and students will have an opportunity to

				hear from other students at UWG about what they have learned about their own academic success.
<b>csamples@westga.edu</b>	Samples	Clint	Walt Disney and the American Century	From my current course description: Walt Disney (1901-66) can arguably be considered one of the most influential Americans of the 20th Century. This class explores the life of Disney as a historical figure, creative visionary and his impact on animation, architecture, culture, leisure, and entertainment. Coursework includes weekly readings from Disney's biography and discussions over related material, such as movies and documentaries. Students will give a ten-minute oral presentation after researching a Disney-based topic as one of their final assignments.
<b>craig@westga.edu</b>	Schroer	Craig	"They Just Want You To Think That": Analyzing Conspiracy Theories	This course will explore concepts of cognitive bias, motivated reasoning, logical fallacies, propaganda, and rhetoric. The emphasis will structured critical thinking as a means of interpreting the media landscape and how it shapes our social, cultural, economic, and political beliefs. This approach will help students build their information literacy skills to better evaluate truth versus misinformation/disinformation by examining media narratives, the assumptions behind them and whose interests they serve.
<b>shelbys@westga.edu</b>	Scott	Shelby	Do It for the Gram: Build Your Image	To focus on integrating and exploring self care and positivity throughout different parts of the college experience and academics. Students would learn about researching methods, methods across different countries, and how self-care and positivity can be integrated into every aspect of college and more importantly, life.
<b>jsewell@westga.edu</b>	Sewell	Josh	FILM: What Do You Know About Film?	Our film learning community (FLC) consists of four interconnected core-level classes taught over the 2020-21 academic year. In each course, the primary goals include helping you become a better reader, thinker, and communicator, both verbally and in writing. All of these skills are essential for success in any college classroom on any college campus. Additionally, honing these skills will help you beyond the campus community in the working world you seek to join. Our subject – the study of film – will enable us to develop analytical skill sets as we practice reading, thinking, and communicating about assigned films and short readings each week. Certainly, one major aim is to understand film studies as an area of academic and career focus, but the skills you gain here and in the other core classes in the community are a "moveable feast," meaning that you can use them in any core or major course where professors ask you to solve problems, discuss complex issues, or observe before interpreting. To analyze film, we begin with the foundational premise that it has overwhelming power in artistic, economic, academic, political, religious, and mainstream or "secular" arenas. Film embodies our cultural standards, challenging or even creating them; the movies, as cultural critic Henry Giroux contends, "[do] not

				<p>simply reflect culture but actually [construct] it." To know films and film production deeply is to know a great deal about culture's core beliefs and values, its anxieties and aspirations. So, for this class and going forward, movies are never "just" entertainment.</p> <p>Our work in this semester's course will involve (re)viewing major motion pictures from different decades, learning the strategies production and filmmaking teams use, discussing literary structure and character development in film, and, of course, examining the deep cultural impact film possesses.</p>
<b>bsheppar@westga.edu</b>	Sheppard	Beth	Portrayals of Jesus in Film	<p>Survey of a variety of "Jesus" films from the last 50 years including, amongst others, "Life of Brian," "Jesus of Montreal," "Last Temptation of Christ," and the "The Passion of the Christ." Special attention is paid to audience reception, genre, use of/creative interpretation of primary sources, and portrayal of the First-Century Roman Imperial World. Regarding the later, we focus on topics including Romanization, economic status, Roman Military History, and Jewish-Christian Relations in the early portion of the Roman Empire. From a library perspective, we will touch on the ethical use of media including copyright and performance rights.</p>
<b>cspeight@westga.edu</b>	Speights	Corey	Intro - Live Sports Video Production	<p>The course will provide with hands on experiential learning opportunity in the world of digital media production. Students will work in positions of producer, director, camera, replay, and audio operation.</p>
<b>otaiwo@westga.edu</b>	Taiwo	Olubanke	Becoming You: The Game of Life	<p>This will be an interactive course for students to learn about different career options, paths and ultimate decisions that can be made in life. The course will start with students discussing and understanding the paths they already have in mind for themselves as first-year UWG students. They will have the opportunity to explore the different options available for going to college, choosing a career, managing finances, and building a family, as well as any pros and cons of their choices. I plan to include written intensive course papers to allow students to discuss their interests, backgrounds, and life experiences with peers viz a viz their intending career paths. At the end of this course, students will gain more insight and perspective on deciding what path or option to pursue in life.</p>
<b>hudombon@westga.edu</b>	Udombon	Hope	Business in Everyday Life	<p>This course is ideal because it offers a different insight to how business can be applied in everyday life from personal, professional to academics.</p>
<b>akorsgaa@westga.edu</b>	Vaughan	Arielle	Representations of Southern Cuisine	<p>This course is rooted in the concept that the very food we eat to survive connects us to our region, culture, and identity. Through focused, inquiry-driven activities and materials, students will learn to examine cultural artifacts to reveal historical and personal connections and identify ways in which representations of Southern cuisine may shape the ethos of the region for better or worse. Course materials will include passages from Eudora Welty's Delta Wedding, Michael Twitty's The Cooking Gene, and Marcie Cohn Ferris's The Edible South. We will also examine films such as Fried Green Tomatoes, photography from the Southbound gallery</p>

				catalog, print and video advertisements, and poetry from the Southern Foodways Alliance collection, Vinegar and Char. Students will engage in the high impact practices of intensive writing, undergraduate research, and diversity perspectives in several planned activities such as personal reflection journals, response papers, and a class-composed, research-based cookbook that will allow students to take part in the cultural conversation surrounding Southern food.
<b>bbarker@westga.edu</b>	Barker	Brandy	ZINES: an underground, DIY approach to self-publishing”	Fanzines, politics, music and food! From travel to plants to instructional how-tos, we’ll explore the world of underground publishing and the ultimate freedom of the small press. Dive in to the history of the zine, research your favorite topics, and even publish a few of your own!
<b>jglazier@westga.edu</b>	Glazier	Jacob	Identity, Authenticity, and the Media	How do you know who you are? This fundamental question might seem self-evident. Yet, most of us struggle finding ourselves in the spiderweb of images, symbols, and representations expertly constructed for us by various forms of media. Such an endeavor is becoming increasingly more important since the rise of social networks and the so-called post-truth world. Disinformation and even conspiracy theories abound, not to mention pictures and images that have been manipulated using editing software to convey a specific standard of beauty. The question continues: How can we become more authentic if the information around us isn’t true? In this seminar, we will explore the relationship between your own self-identity and how this has become co-constructed, or not, by different kinds of media.
<b>ssykes@westga.edu</b>	Sykes	Scott	Introduction to the Mathematics of Sports Analytics	Students will learn how to analyze data looking for patterns and use that data do calculations that can be used to predict future outcomes in the world of sports. This course will give students a general background on how some of the numbers they see during sports broadcasts are calculated, what they mean and the assumptions that go into the calculations. Students will also work on a semester long project involving finding, analyzing and presenting sports data for their favorite athlete or team that can be used to predict future performance or outcomes.
<b>dtheobal@westga.edu</b>	Theobald	Duane	Identity in American Cinema	Have you ever watched a film and found that it speaks to you? Filmmakers often create movies that allow viewers to learn more about who they are through the experiences of others. In this seminar, we will examine what it means to construct identity & how we craft our identities—initially through readings that incorporate different disciplines & approaches. Then, through a broad range of films (such as The Godfather, Boyz n the Hood, and Lady Bird), we’ll consider how who we are can be found in American cinema and why that matters.
<b>vwood@westga.edu</b>	Wood	Viviene	Thriving in College	Embrace the changes from high school to college with the glorious diversity, challenges and adventures in learning toward your career goals with a passion.