

# Memorandum

**To:** General Faculty

**Date:** April 16, 2014

**Regarding:** Agenda, Faculty Senate Meeting, April 18 at 3:00 p.m., TLC 1-303

The agenda for the April 18, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the March 14th meeting ([see Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (James Mayer, Chair)**

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

A) College of Arts & Humanities course proposals:

- 1) Department of Art
  - a) ART 3060 Illustration: An Introductory Survey  
Request: Add
  - b) ART 3065 Introduction to Scientific/Pre-Med Illustration  
Request: Add

B) College of Science & Mathematics

- 1) Department of Chemistry
  - a) Bachelor of Science in Chemistry  
Request: Modify (change name to Bachelor of Science with a Major in Chemistry)
- 2) Department of Geosciences
  - a) Bachelor of Science with a Major in Geography  
Request: Modify (change Environmental Geography Track to Environmental Sustainability)
  - b) GEOG 3020 Political Geography  
Request: Add
  - c) GEOG 2202  
Request: Add to Core Area D 2, Option II
  - d) GEOG 2202L  
Request: Add to Core Area D 2, Option II

- C) College of Social Sciences
  - 1) Department of Criminology
    - a) Bachelor of Science with a Major in Criminology  
Request: Modify (add choice to Area F requirement)
  - 2) Department of Mass Communications
    - a) Bachelor of Science with a Major in Mass Communications  
Request: Modify (specify minimum grade of C in intro courses)
  
    - Request: Modify (split Film and Video Arts track into two separate tracks)
  
    - Request: Add Film and Video Production minor
    - b) COMM 3305 Short-Form Screenwriting & Analysis  
Request: Add
    - c) COMM 4405 Sound Design  
Request: Add
    - d) COMM 4406 Digital Cinematography & Image Design  
Request: Add
    - e) COMM 4407 Film & Video Post-Production  
Request: Add
  - 3) Psychology Department
    - a) PSYC 4700 Ecopsychology  
Request: Add

**Information Item:**

- A) The UPC is pleased to announce that it has elected Dr. Julia Farmer of Foreign Languages and Literatures as its chair for the 2014-2015 academic year.

**Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)**

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

- A) College of Education
  - 1) Department: Learning and Teaching
    - a) SPED 7782 Directed Research Readings in Special Education  
Request: Modify
- B) College of Social Sciences
  - 1) Department: Psychology
    - a) PSYC 5700 Ecopsychology  
Request: Add

- C) School of Nursing program change:
  - a) EdD in Nursing Education  
Request: Modification

**Information Items:**

- A) College of Social Sciences
  - 1) Department: Political Science
    - a) Master of Urban and Regional Planning (MURP)  
Request: Deactivation

The faculty of the Department of Political Science and Planning hereby requests the deactivation of the Master in Urban and Regional Planning (MURP) program.

As it currently functions, the MURP program relies solely on one faculty, who serves as its only full-time faculty and director, obviously placing a significant burden of teaching and administrative duties on only one person. Over the past three years, enrollment in the program has grown from 2 to 14 students from Fall 2010 to Fall 2013 respectively; and the total number of degrees conferred has fluctuated from 0 to 5 from Fall 2010 to Fall 2013 respectively. These enrollment and graduation figures beg the questions: is it strategically sound to maintain a program with such limited number of faculty? Is it possible to increase enrollment and graduation, and strengthen the quality and reputation of the program with such limited resources?

Dr. Hee-Jung Jung, Director of the MURP program, announced her intention to leave the university in January 2014, forcing the department to answer the above questions. After carefully considering a number of factors – including the program’s history, external and internal demand, the quality of the program’s faculty and graduates, enrollment and graduation trends over the last few years, costs associated with the program, as well as the overall impact and contribution of the program to the Department of Political Science and Planning, the College of Social Sciences, UWG, and the community at large – the faculty decided to terminate the MURP program.

We concluded that to increase enrollment and graduation, and strengthen the quality and reputation of the program, would require much more than one faculty. Sadly such resources are not available currently, and cannot be guaranteed in the future.

It is possible, however, to strengthen our other undergraduate and graduate programs through a strategic hire, and therefore our decision to terminate the MURP program reflects the department’s priorities and commitment to our undergraduate and MPA programs.

- B) College of Education policy change:  
The College of Education Faculty Governance has made the following change to its current Academic Standings Policy:

Current policy with changes:

“Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of *F* or *WF* and/or two *C*'s, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended from the program.

A student will be dismissed from the following two programs if he or she earns two *C*'s or one *F*.

Ed.D. in School Improvement

Ed.D. in Professional Counseling and Supervision”

Clean copy:

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of *F* or *WF* and/or two *C*'s, regardless of his/her academic standing, will be suspended from the program.

#### C) Richards College of Business

The RCOB Graduate Program Committee has approved the following change in Admissions Requirements:

“For MBA admission, the RCOB GPC committee approved GMAT Waiver/Exemption for Chemistry majors with a business administration minor and UWG 3.0 GPA.”

#### D) The GPC is pleased to announce that it has elected Dr. Susan Welch of Nursing as its chair for the 2014-2015 academic year.

#### **Committee IV: Academic Policies Committee (Vickie Geisler, Chair)**

**Action Item:** (see [Addendum IV](#))

- A) Modifications to Hardship Withdraw Policy. The modifications will allow hardship withdrawal requests to be processed any time after Drop/Add. Currently, students can only make these requests after the Withdraw date.

#### **Information Item:**

- A) The VPAA office is almost finished collecting updated departmental policies concerning Credit By Exam.

#### **Committee IX: Facilities and Services Committee (Kathy Moffeit, Chair)**

**Action Item:**

- A) Revisions to UWG Parking Code (see [Addendum V](#))
- B) Parking Code (see [Addendum VI](#))

**Committee XIII: Rules Committee (Linda Haynes, Chair)**  
**Action Item:** (see [Addendum VII](#))

A) Recommendation for Position of Faculty Senate Chair-Elect

5. New business:

A) Engage West! survey results (Kyle Marrero, Jeff Johnson)

B) Policy Task Force update (Cathi Jenks)

6. Announcements

7. Adjournment

# **Addendum I**

**University of West Georgia  
Faculty Senate Meeting  
Draft Minutes**

**March 14, 2014**

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:04 p.m.

2. Roll call

*Present*

R. Huss (substituting for Butler), DeFoor, DeSilva, Farmer, Gant, Geisler, Griffith, Haynes, Hooper, Kassis, Keim, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Packard, Penco, Ponder, Popov, Rutledge, Samples, Sanders, Schroer, Skott-Myhre, Stanfield, Steere, Van Valen, M. Zachary (substituting for Velez-Castrillon), Welch, M. Varga (substituting for Willox), Woodward

*Absent*

Banford, Basu-Dutt, Blair, Erben, Faucette, Halonen-Rollins, Hannaford, Insenga, Johnson, Robinson, Thompson, Vasconcellos, Xu, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of February 21.

*Item approved unanimously by voice vote.*

4. Committee reports

**Committee I: Undergraduate Programs Committee (James Mayer, Chair)**

**Action Items:**

A. College of Arts & Humanities

Program Proposals:

1) Bachelor of Arts with a Major in History, General History

Request: Change credit hour requirements

Action: Approved

*Item approved unanimously by voice vote.*

B. Richards College of Business

Program Proposals:

- 1) International Business Certificate Economics  
Request: Update existing certificate  
Action: Approved

*Item approved unanimously by voice vote.*

C. College of Science & Mathematics

Course Proposals:

- 1) GEOG 2202 Environmental Science  
Geosciences  
Request: Add  
Action: Approved
- 2) GEOG 2202L Environmental Science Lab  
Geosciences  
Request: Add  
Action: Approved

Discussion: this is a motion just for approval of the courses, not whether they are Core.

*These two items were taken together and approved unanimously by voice vote.*

D. College of Social Sciences

- 1) Course Proposals:
  - a. CRIM 2275 Introduction to Corrections  
Criminology  
Request: Add  
Action: Approved
  - b. SOCI 4015 Analyzing and Visualizing Data  
Sociology  
Request: Add  
Action: Approved

*These two items were taken together and approved unanimously by voice vote.*

- 2) Program Proposals:
  - a. Certificate in Social Science Research Skills  
Sociology  
Request: Add prebaccalaureate certificate program



Action: Approved

- b. Certificate in Global and Comparative Studies  
Sociology  
Request: Add prebaccalaureate certificate program  
Action: Approved
- c. Certificate in Social Diversity  
Sociology  
Request: Add prebaccalaureate certificate program  
Action: Approved
- d. Certificate in Social Services  
Sociology  
Request: Add prebaccalaureate certificate program  
Action: Approved

Discussion: these are for embedded certificates, not stand-alone programs.

*These four items were taken together and approved unanimously by voice vote.*

**Information Items:**

- A. Program Deactivation  
Bachelor of Science with a Major in Environmental Studies  
Geosciences Department  
Deactivate Program

**Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)**

**Action Items:**

A. College of Education

- 1) Course Change:
  - a. EDSI 9171 Program Evaluation  
School Improvement  
Request: Add  
Action: Approved

*Item approved unanimously by voice vote.*

- 2) Program Change:
  - a. Learning and Teaching

Program: Master of Education with a Major in Special Education and Teaching  
Request: Modify  
Action: Approved

*Item approved unanimously by voice vote.*

B. College of Arts and Humanities

- 1) Course Change:
  - a. HIST 6694 Historical Methods and Writing History  
Request: Add  
Action: Approved
- 2) Program Change:
  - a. Program: M.A. with a Major in History History  
Request: Modify  
Action: Approved

*These two items were taken together and approved unanimously by voice vote.*

C. College of Social Sciences

- 1) Course Change:
  - a. SOCI 6003 Advanced Statistics for Sociology Sociology  
Request: Add  
Action: Approved

*Item approved unanimously by voice vote.*

- 2) Program Changes:
  - a. Program: Ph.D. in Psychology: Consciousness and Society Psychology  
Request: Modify  
Action: Approved

*Item approved unanimously by voice vote.*

- b. Program: Post-Baccalaureate Certificate in Nonprofit Management and Community Development  
Political Science  
Request: Add  
Action: Approved
  
- c. Program: Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods  
Sociology  
Request: Add  
Action: Approved

Discussion: these are for stand-alone certificates.

*These two items were taken together and approved unanimously by voice vote.*

- d. Program: Master of Arts with a Major in Sociology  
Sociology  
Request: Modify [changing “comprehensive exam” track to “applied track”]  
Action: Approved

Discussion: the program modification form was incorrect in the addenda. Dr. Kramer provided the correct version, which makes the applied track more vigorous.

*Item approved unanimously by voice vote.*

#### Policy Changes:

- A. Revision of the Graduate Course Load policy to separate the three sections in the existing policy to create three new policies to improve clarity

*The first two sections were approved unanimously by voice vote, but the third section was withdrawn and will be taken back to the Committee.*

- B. Addition of an Attendance Policy to the Graduate Catalog

*Item approved unanimously by voice vote.*

- C. Modification of Graduation policy in the Graduate Catalog

*Item approved unanimously by voice vote.*

**Information Item:**

A. College of Education

Program Change:

1) Leadership and Instruction

Program: Specialist in Education with a Major in Educational Leadership

Request: Modify

**Committee VI: Strategic Planning Committee (Rob Sanders, Chair)**

**Action Items:**

A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Discussion: Dr. Marrero distributed four handouts that showed edits and clean copies and discussed the seven basic edits from last Friday's iteration. He stressed that there was no pressure to pass if there was not consensus; a special Faculty Senate meeting for April 11<sup>th</sup> could be called. Before discussing the edits to the Strategic Plan, he covered the Vision, Mission, and Values statements.

*A motion was made and seconded to take the Vision, Mission, and Values statements separately from the Strategic Plan. It was unanimously approved by voice vote.*

*A motion was made and seconded to approve the Vision statement. It was unanimously approved by voice vote.*

*A motion was made and seconded to approve the Mission and Values statements. It was unanimously approved by voice vote.*

After presentation and discussion by Dr. Marrero of each edit to the Strategic Plan, an additional edit was written on the floor to Strategic Imperative #4: Operational Success—Effectiveness and Sustainability, Goal B (in red below):

**Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community**

*Item as amended approved unanimously by voice vote.*

**Committee XIII: Rules Committee (Linda Haynes, Chair)**

**Action Items:**

A. Faculty Handbook Revisions for Section 101.02 Minimum Criteria for Appointment (minor editing for consistency in Sections 101 and 103)

*Item approved unanimously by voice vote.*

B. Recommendation for Position of Faculty Senate Chair-Elect

Discussion: suggestions from the Senate included reducing the Past Chair term from two years to one year; having a Vice Chair; reducing the term of Chair from two years to one year; fleshing out the job description for the Past Chair; synchronizing the terms of the Chair and Secretary; reducing the term of the Secretary from three years to two years and synchronizing the elections to occur in alternating years with the Chair elections. The Faculty Senate was encouraged to think about these issues and provide feedback to the Rules Committee.

*The motion was withdrawn.*

5. Old business:

A. Finalize the ballot for the Faculty Senate Chair

The Chair called for nominations from the floor. No more were received, so the slate of Anne Barnhart (Library) and Elizabeth Kramer (Music) was finalized. Dr. Johnson thanked them for running.

6. New business:

A. Nominations for Parliamentarian

Please send nominations for Parliamentarian to Jeff Johnson.

B. Update from the March 1 meeting of the USG Faculty Council (Jeff Johnson)

Dr. Johnson discussed four highlights:

1. We have no idea about the raise pool. The House and the Senate are not favorable to the USG at this time.
2. The one-time transfer from the ORP to TRS retirement systems is dead in the legislature. It will not happen this year.
3. Housing is not a negative balance on our books right now at UWG, but it is an issue at other institutions, according to Chancellor Huckaby. The USG is pushing for private companies to run student housing.
4. Program review: what is looked at by the USG in terms of salvaging a program? Dr. Houston Davis said that programs with less than ten graduates per year will raise questions (at the undergraduate, not the graduate level). Institutions need to be able to justify it, or explain why it is a viable program. Jon Anderson clarified that the numbers are ten at the undergraduate level, five at the master's, and three at the doctoral. These are based on three-year averages, not a single year.

### C. Textbook adoption process (Jon Anderson and Mark Reeves)

Mark Reeves delivered a PowerPoint presentation about the textbook adoption process. When faculty get their textbook orders in sooner, it saves students money. Here are some of the points he made:

- The Bookstore is trying to follow us and support us. It isn't the other way around.
- Their Business Plan goes to the BOR. If they earned huge profits, it would be viewed unfavorably. They just have to perpetuate the program. They offer no incentives, bonuses, etc. to employees. They are just trying to make a small profit.
- They focus on customer needs. Their customers are students and faculty.
- They won't persuade faculty what to buy. We tell them what we want.
- They focus on affordability and customer service.
- Three elements are fundamental to their success: 1) attractive pricing; 2) ordering the right quantity; 3) more used books.
- Their booksellers suggest retail prices, but that does not work well for the Bookstore. They are abandoning that, so they put tighter bans on their profits margin.
- **The earlier they know you are teaching a class and want a certain book, the quicker they can buy more used books, which are cheaper** and can be sold to students for less than the cost of new books. They use historical data to help them know how many to purchase so they don't have too many or too few (which drives up costs).
- Their data prove that prices to students dropped by 6.5% last year.
- **They need Summer adoptions by March 28. They need Fall adoptions by April 18. He said, "please help us be early to market buying used books" by adhering to these dates.**

### 7. Announcements:

#### A. QEP and the SACS visit (Debra MacComb)

Dr. MacComb stated that the SACS team will be visiting in two weeks. **Please read the QEP facts and ask your students to familiarize themselves with it.**

### 8. Adjournment

The meeting adjourned at 4:44 p.m.

Respectfully submitted,

Shelley Rogers,  
Executive Secretary of the Faculty Senate and General Faculty

# Addendum II

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Art Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Samples, Clint <small>Originator</small>			
<b>Action</b>					
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedures)</a>			
<b>Course Details</b>					
ART <small>Prefix</small>	3060 <small>Number</small>	Illustration: An Introductory Survey <small>Course Title</small>			
<small>This course is intended to introduce the student to the field of graphic illustration, including the history, purpose, and ways of creating an illustration. Exercises and assignments will stimulate narrative and critical thinking skills, development of a personal style, and exploration of various solutions to the same problem. Students will be introduced to a variety of media, with flexibility in their choice of media for given assignments. Students will learn, based on a client's needs for a specific project, what is the appropriate approach to an assignment.</small>					
<small>Course Catalog Description</small>					
0 <small>Loc Hrs</small>	3 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Spring and Fall <small>Frequency</small>	Letter Grade <small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
<small>Prerequisite: ( ART 1006 with a minimum grade of C or ART 1101 with a minimum grade of C ) and ( ART 1009 with a minimum grade of C or ART 1102 with a minimum grade of C ) and ART 1007 with a minimum grade of C and ART 1008 with a minimum grade of C and ART 2201 with a minimum grade of C and ART 2202 with a minimum grade of C.</small>			none		
<b>Rationale</b>					
<small>The Department of Art is considering re-implementing its Pre-Medical Illustration Degree option. The program was deactivated several years ago but there is added interest in reactivating the Pre-Med illustration in the department considering our proximity to Ga. Regents University and the Medical College of Georgia. This class along with Art 3065 Introduction to Scientific/Pre-Medical Illustration will be used to possibly reintroduce the program and to gauge student interest. We believe reintroducing pre-med illustration to the department will also expand and enhance the department's drawing area.</small>					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			The Department of Art is in a prime position to reestablish its Pre-Medical Illustration Degree considering it's proximity to Georgia Regents University and the former Medical College of Georgia. We see this		
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>					
Present or Projected Annual Enrollment: 15-20					
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
Kevin Shunn [APPROVED 2014-03-11] <small>Chair, Course Department</small>			N/A <small>Chair, Cross Listed Department</small>		
Randy J. Hendricks [APPROVED 2014-03-31] <small>Dean, College of Arts and Humanities</small>			N/A <small>Associate Dean, Cross Listed College</small>		
<b>Other Approvals</b>			<b>Final Approval</b>		
James R. Mayer [APPROVED 2014-04-10] <small>Chair, Undergraduate Academic Programs Committee</small>			Jon Anderson [REQUIRED] <small>Final Approver</small>		



# ART 3060

## Illustration: An Introductory Survey

### Sample Syllabi

**Instructor:**

Instructor Name, Email, Phone, Office Location

**Office hours:**

Hours or by appointment

**Material:**

Per instructor and destination

**Course Description**

This course is intended to introduce the student to the field of graphic illustration, including the history, purpose, and ways of creating an illustration. Exercises and assignments will stimulate narrative and critical thinking skills, development of a personal style, and exploration of various solutions to the same problem. Students will be introduced to a variety of media, with flexibility in their choice of media for given assignments. Students will learn, based on a client's needs for a specific project, what is the appropriate approach to an assignment.

**Course Objectives**

- Introduction to the basics of visual communication
- Development of the ability to think and illustrate in a narrative manner.
- Exploration of traditional and non-traditional media in the execution of final work
- Refinement of the student's rendering skills in a variety of media
- Introduction to conceptualizing images from non-visual source material
- Refinement/ discovery of one's personal illustrative style
- Introduction to client artist relationship, learning to work within the clients needs
- Introduction to acquiring and editing traditional artwork in adobe Photoshop and illustrator
- Consideration of lighting as it can enhance the mood or emphasis in an illustration
- Consideration of the elements and principles of design and how they can best be utilized to enhance or inform the concept

**Techniques and Processes**

Tonal illustration

- Graphite
- Charcoal
- Ink wash
- Spray paint

#### Line illustration

- Sumi brush
- Brush pen
- Technical pen
- Crow quill pen

#### Color illustration

- Watercolor
- Gouache
- Acrylic
- Oil/Water-based oil/Casein
- Soft pastel
- Oil pastel
- Colored pencil
- Spray paint

#### Additional Illustration

- Photo documented sculpture
- Collage
- Stenciling
- Stamping
- Cartoons
- Hand Lettering

#### **Assignments:**

##### *Assignment 1: Egg, Tomato, and Eggplant:*

Students will paint each of these food items with a limited palette from direct observation. This exercise will demonstrate stark differences between these items textures and values.

##### *Assignment 2: Beginning, Middle, Ending of a Piece of Literature:*

Students will choose a novel, short story, or poem and select three moments from the story: a beginning, middle and end. Their task will be to create three illustrations that depict these moments and work together to create a visual narrative.

##### *Assignment 3: Portraiture*

Students will choose a historical or contemporary figure and develop several quick portraits of this person. Exploration of a variety of media will be encouraged.

#### *Assignment 4: Invention Poster:*

Students will select and research an invention and then create a poster that tells about its function and uses, along with explaining how it works. Mixed media is encouraged for this project.

#### *Assignment 5: Cover Art*

Students will have the choice of a book, an album, a movie, a concert, or a video game and will create a cover illustration that conveys information about what it covers.

#### **Americans with Disabilities Act**

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

#### **UWG Email Policy**

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

#### **Credit Hour Policy**

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

### **University of West Georgia Honor Code**

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

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

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

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Art Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Samples, Clint <small>Originator</small>			
<b>Action</b> <b>Modifications</b>					
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
ART      3066      Introduction to Scientific/ Pre-Medical Illustration					
<small>Prefix</small> <small>Number</small> <small>Course Title</small>					
<small>This course will familiarize the student with the art of scientific/pre-medical illustration, including the history, techniques, and varied applications. Students will acquire skills applicable to the fields of pre-medical, biological, botanical, entomological, archaeological, paleontological, anthropological and nursing illustration. Emphasis will be placed on the development of the student's ability to accurately and clearly illustrate diagrammatically, narrative, and as a documentarian. Students will learn to incorporate and utilize research of the subject into their illustrations.</small>					
<small>Course Catalog Description</small>					
0      3      3	Fall - 2014	Spring and Fall	Letter Grade		
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
<small>Prerequisite: ( ART 1006 with a minimum grade of C or ART 1101 with a minimum grade of C ) and ( ART 1009 with a minimum grade of C or ART 1102 with a minimum grade of C ) and ART 1007 with a minimum grade of C and ART 1008 with a minimum grade of C and ART 2201 with a minimum grade of C and ART 2202 with a minimum grade of C.</small>			none		
<b>Rationale</b>					
<small>The Department of Art is considering re-implementing its Pre-Medical Illustration Degree option. The program was deactivated several years ago but there is added interest in reactivating the Pre-Med illustration in the department considering our proximity to Ga. Regents University and the Medical College of Georgia. This class along with Art 3065 Introduction to Scientific/Pre-Medical Illustration will be used to possibly reintroduce the program and to gauge student interest. We believe reintroducing pre-med illustration to the department will also expand and enhance the department's drawing area.</small>					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			The Department of Art is in a prime position to reestablish its Pre-Medical Illustration Degree considering it's proximity to Georgia Regents University and the former Medical College of Georgia. We see this		
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>					
Present or Projected Annual Enrollment: 15-20					
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
Kevin Shunn <b>[APPROVED 2014-03-11]</b> _____ <small>Chair, Course Department</small>			N/A _____ <small>Chair, Cross Listed Department</small>		
Randy J. Hendricks <b>[APPROVED 2014-03-31]</b> _____ <small>Dean, College of Arts and Humanities</small>			N/A _____ <small>Associate Dean, Cross Listed College</small>		
<b>Other Approvals</b>			<b>Final Approval</b>		
James R. Mayer <b>[APPROVED 2014-04-10]</b> _____ <small>Chair, Undergraduate Academic Programs Committee</small>			Jon Anderson <b>[REQUIRED]</b> _____ <small>Final Approver</small>		

# ART 3065

## Introduction to Scientific/ Pre-Medical Illustration

### Sample Syllabi

**Instructor:**

Instructor Name, Email, Phone, Office Location

**Office hours:**

Hours or by appointment

**Material:**

Per instructor and destination

**Course Description**

This course will familiarize the student with the art of scientific/pre-medical illustration, including the history, techniques, and varied applications. Students will acquire skills applicable to the fields of pre-medical, biological, botanical, entomological, archaeological, paleontological, anthropological and nursing illustration. Emphasis will be placed on the development of the student's ability to accurately and clearly illustrate diagrammatically, narrative, and as a documentarian. Students will learn to incorporate and utilize research of the subject into their illustrations.

**Course Objectives**

- Development and refinement of the students observational and rendering abilities of forms directly, with an emphasis placed on accuracy of scale and proportion and clear portrayal of pertinent information
- Development of the ability to represent complex subject matter succinctly and judiciously
- Expansion of the students technical and applicable knowledge of materials used widely across illustration platforms
- Exploration of methods and types of illustration unique to specific disciplines of illustration
- Familiarization with the process of illustrating for reproduction, with emphasis placed on scaling images and deciding on the appropriate media for a given project
- Introduction to conceptualizing images from non-visual source material
- Development of the student's ability to illustrate in a narrative manner.
- Introduction to creating information graphics intended for publication
- Acquire the skills necessary to gather information from the field to create an illustration in the studio
- Introduction to acquiring and editing traditional artwork in Adobe Photoshop and illustrator

## **Techniques and Processes to be demonstrated**

### **Tonal Illustration**

- Graphite
- Charcoal
- Ink wash
- Carbon dust

### **Line Illustration**

- Sumi brush
- Brush pen
- Technical pen
- Crow quill pen

### **Color Illustration**

- Watercolor
- Gouache
- Acrylic
- Oil/Water-based oil/Casein
- Soft pastel
- Colored pencil

## **Assignments:**

### **Assignment 1: Tonal Illustration:**

The student will explore the subject matter extensively through a variety of media and will use this knowledge to create a final illustration that effectively communicates the desired message. Demonstrations will be given as needed.

### **Assignment 2: Line illustration:**

The student will use the previous tonal illustration and work through the process of planning for and translating this drawing linearly. Emphasis will be placed on economy of mark making and preservation of the important information across media.

### **Assignment 3: Color Illustration:**

The student will use the previous tonal illustration and work through the process of planning for and using this knowledge to aid in the creation of a final color illustration. The student will have the choice of a variety of media for the final piece. Demonstrations will be given for these different techniques.

#### Assignment 4: Diagrammatic Illustration:

The student will be given a choice as to what field of illustration they would like to explore in this assignment. Upon this, they will create a simplified, diagrammatic illustration that efficiently and effectively conveys its intended message.

#### Assignment 5: Narrative Illustration:

The student will choose a multi-step process to illustrate. They will plan and develop sketches of this process, choosing the best way to describe the process visually in sequential images. The student will have the choice of any of the previously covered media for creation of the final set of images.

#### Assignment 6: Field Study to Final Illustration:

The student will gather information from the field, be it biological, botanical, entomological, archaeological, anthropological, paleontological, or from the field of nursing, and combine that visual knowledge with research on the subject and create a final illustration in the studio.

#### **Americans with Disabilities Act**

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

#### **UWG Email Policy**

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

#### **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each



course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

### **University of West Georgia Honor Code**

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

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

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

Program View Request (Read-Only)	
<b>Originator</b> College of Science and Mathematics <span style="float:right">College</span> Chemistry Department <span style="float:right">Department</span> Slattery, Spencer J. <span style="float:right">Originator</span>	
<b>Action</b> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input checked="" type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details Senate Action Item <span style="float:right">(See Procedure)</span>
<b>Program Selection</b> College of Science and Mathematics <span style="float:right">College</span> Bachelor of Science in Chemistry <span style="float:right">Program</span> Bachelor of Science in Chemistry <span style="float:right">Program Name</span> Bachelor of Science <span style="float:right">Degree Name</span> On Campus <span style="float:right">Program Location</span> Undergraduate <span style="float:right">Degree Level</span> Fall <span style="float:right">Effective Semester/Year</span> 2014	
<b>Modification Details</b> The current program title, Bachelor of Science in Chemistry, is to be changed to Bachelor of Science with a Major in Chemistry. The new title is consistent with the other Science Programs in our University. (Max 4000 characters)	<b>Rationale</b> The current program title, Bachelor of Science in Chemistry, is to be changed to Bachelor of Science with a Major in Chemistry. The new title is consistent with the other Science Programs in our University. In addition, the new title will alleviate problems that exist with the current one such as allow for students to pursue a dual degree, one being the B.S. with a major in Chemistry. (Max 4000 characters)
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <b>NO</b> <span style="float:right">(See Policy)</span> Present or Projected Annual Enrollment: <u>150</u>	<b>Comments</b> (Max 4000 characters)
<b>College Approvals</b> Scott Gordon [APPROVED 2014-03-11] Coordinator, COSM Curriculum Committee Spencer J. Slattery [APPROVED 2014-03-11] Chair, Course Department	<b>Cross Listing Approvals</b> N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
<b>Other Approvals</b> James R. Mayer [APPROVED 2014-04-10] Chair, Undergraduate Academic Programs Committee	<b>Final Approval</b> Jon Anderson [REQUIRED] Final Approver

Program View Request (Read-Only)	
<b>Originator</b> College of Science and Mathematics    Geosciences Department    Gerhardt, Hannes <small>College    Department    Originator</small>	
<b>Action</b> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <small>Senate Action Item    (See Procedure)</small>
<b>Program Selection</b> College of Science and Mathematics    Bachelor of Science with a Major in Geography <small>College    Program</small> Bachelor of Science with a Major in Geography    On Campus    Undergraduate <small>Program Name    Program Location    Degree Level</small> Bachelor of Science    Fall    2014 <small>Degree Name    Effective Semester/Year</small>	
<b>Modification Details</b> A number of changes are proposed that will change one of the "tracks" in the geography BS. We would change the "Environmental Geography" track to an "Environmental Sustainability" track. A couple of required courses are dropped, and some are added. We have also added to option to take major credited courses outside of the geography department. The details of the changes are included in the uploaded document.  <small>(Max 4000 characters)</small>	<b>Rationale</b> The reason for these changes is to provide an option in the BS geography degree that meets the needs of students interested in human-environment interactions. Some of these students have been majoring in "Environmental Studies", but with the proposed deactivation of that program, the BS in geography under the Environmental Sustainability Track will cater to these students. This has been decided after extended discussions and consensus with those most involved in these programs (see proposal to deactivate Environmental Studies). One of the changes made with the proposed Environmental Sustainability track is that it allows for major credits outside of geography, hence maintaining a degree of interdisciplinarity.  <small>(Max 4000 characters)</small>
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO    (See Policy) Present or Projected Annual Enrollment: 60	<b>Comments</b>  <small>(Max 4000 characters)</small>
<b>College Approvals</b>  <u>Curtis L. Hollabaugh</u> [APPROVED 2014-01-14] <small>Chair, Course Department</small>  <u>Scott Gordon</u> [APPROVED 2014-02-04] <small>Coordinator, COSM Curriculum Committee</small>	<b>Cross Listing Approvals</b>  <u>N/A</u> <small>Chair, Cross Listed Department</small>  <u>N/A</u> <small>Associate Dean, Cross Listed College</small>
<b>Other Approvals</b>  <u>James R. Mayer</u> [APPROVED 2014-04-10] <small>Chair, Undergraduate Academic Programs Committee</small>	<b>Final Approval</b>  <u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small>

**BELOW IS THE CURRENT B.S. DEGREE WITH ENVIRONMENTAL TRACK**

Formatted: Font color: Red

**B.S. Degree with a Major in Geography**

**Learning Outcomes**

- Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments
- Demonstrate competence in acquiring, evaluating, and analyzing geographic data
- Demonstrate in-depth knowledge of a specific geographical question
- Demonstrate an ability to analyze data geographically
- Demonstrate an ability to construct and present an argument based on evidence

Formatted: Indent: Left: 0.5", First line: 0.5", No bullets or numbering

<u>Requirement</u>	<u>Hours</u>
<b>Core</b>	<b>60</b>
Core Areas A-E	42
Area A must have MATH 1113 or higher	
Area D must have Option II	
Area F	18
GEOG 1013 World Geography	1-3
GEOG 2083 Introduction to Geographical Analysis	-
MATH 2063 Introductory Statistics or one of the following: MATH 1634 Calculus, Analytical Calculus, or Geometry II (if not taken in the core)	3
GEOG 2553 Introduction to GIS Mapping Sciences or Computer Introduction/Applications Course	3
Two laboratory science courses (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography (0-8)	0-8
Additional courses as necessary from COSM, COSS, or COAH	0-6
<b>Major</b>	<b>60</b>
Must have at least 39 hours of 3000/4000 level courses.	-
Must take GEOG 4084 during senior year.	42
Must choose a concentration. (Students in GIS concentration cannot minor in GIS.)	-
<b>Environmental Geography</b>	
<b>Required Courses</b>	<b>33-39</b>
GEOG 1112 Weather & Climate (if not taken in Area D or F)	0-3
GEOG 1113 Landform Geography (if not taken in Area D or F)	0-3
GEOG 2503 Cultural Geography	3
GEOG 2505 Human Impacts on the Environment	3
GEOG 2553 Introduction to GIS and Mapping Science (if not taken in Area D or F)	0-3
Two of the following:	6
GEOG 3713 Meteorology	-
GEOG 3800 Biogeography	-
GEOG 3900 Ecological Climatology	-
GEOG 4103 Geography of Soils and Water	-
GEOG 4400 Energy and Sustainability	-

Formatted Table

<u>GEOG 4700 Global Environmental Change</u>	-	
<u>GEOG 4800 Advanced Topics in Biogeography</u>	-	
<u>GEOG 4900 Dendrochronology</u>	-	
Two of the following:	6	
<u>GEOG 3253 Economic Geography</u>	-	
<u>GEOG 3643 Urban Geography</u>	-	
<u>GEOG 3405 Geographies of Sustainability</u>	-	
<u>GEOG 4500 Moral Geographies</u>	-	
3000/4000 level hours Any GEOG courses	12	
<u>GEOG 4084 Senior Seminar</u>	3	
Major		60
<b>Total</b>		<b>120</b>

Formatted: Level 2, Space Before: 12 pt, After: 6 pt, Line spacing: single, Font Alignment: Baseline, Border: Bottom: (Single solid line, Custom Color(RGB(143,143,143)), 0.75 pt Line width), Pattern: Clear (White)

**BELOW IS THE PROPOSED B.S. DEGREE WITH ENVIRONMENTAL SUSTAINABILITY TRACK**

**B.S. Degree with a Major in Geography**

Formatted: Level 2, Space Before: 12 pt, After: 6 pt, Line spacing: single, Font Alignment: Baseline, Border: Bottom: (Single solid line, Custom Color(RGB(143,143,143)), 0.75 pt Line width), Pattern: Clear (White)

Requirement	Hours	
Core		60
<u>Core Areas A-E</u>	42	
Area A must have <u>MATH 1113</u> or higher		
Area D must have Option II		
Area F	18	
<u>GEOG 1013 World Geography</u>	1-3	
<u>GEOG 2083 Introduction to Geographical Analysis</u>		
<u>MATH 2063</u> Introductory Statistics or one of the following: <u>MATH 1634</u> Calculus, Analytical Calculus, or Geometry II (if not taken in the core)	3	
<u>GEOG 2553</u> Introduction to GIS Mapping Sciences or Computer Introduction/Applications Course	3	
Two laboratory science courses (in addition to Area D requirements) selected from the following: Physics, Chemistry, Biology, Geology, Geography <del>(0-8)</del>	0-8	
Additional courses as necessary from COSM, COSS, or COAH	0-6	
Major		60
Must have at least 39 hours of 3000/4000 level courses.		
Must take <u>GEOG 4084</u> during senior year.	42	
Must choose a concentration. (Students in GIS concentration cannot minor in GIS <u>and students in Environmental Sustainability concentration cannot minor in Environmental Sustainability.</u> )		
Environmental <u>Sustainability</u> Geography		3330
Required Courses		399

Formatted Table

Formatted Table

Formatted: Left

GEOG 1112 Weather & Climate (if not taken in Area D or F)	0-3
<u>GEOG 2505 Human Impacts on the Environment</u> <u>GEOG 1113</u>	<u>0-30</u>
<u>Landform Geography (if not taken in Area D or F)</u>	
<u>GEOG 2553 Introduction to GIS and Mapping Science (if not taken in</u>	<u>0-3</u>
<u>Area D or F)</u>	<u>3-3</u>
<u>GEOG 4400 Energy and Sustainability</u>	
<u>GEOG 4700 Global Environmental Change</u> <u>GEOG 2503 Cultural</u>	<u>33</u>
<u>Geography</u>	
<u>GEOG 3405 Geography of Sustainability</u>	<u>3</u>
<u>GEOG 4086 Internship</u> <u>GEOG 2606 Human Impacts on the</u>	<u>33</u>
<u>Environment</u>	
<u>GEOG 2553 Introduction to GIS and Mapping Science (if not taken in</u>	<u>0-3</u>
<u>Area D or F)</u>	
<u>Two of the following:</u>	<u>6</u>
<u>GEOG 3713 Meteorology</u>	<u>6</u>
<u>GEOG 3600 Biogeography</u>	
<u>GEOG 3900 Ecological Climatology</u>	
<u>GEOG 4103 Geography of Soils and Water</u>	
<u>GEOG 4900 Dendrochronology</u>	
<u>GEOG 3253 Economic Geography</u> <u>Two of the following:</u>	
<u>GEOG 3643 Urban Geography</u>	
<u>GEOG 4500 Moral Geographies</u> <u>GEOG 3713 Meteorology</u>	-
<u>GEOG 3600 Biogeography</u>	
<u>Interdisciplinary Offering</u> <u>GEOG 3900 Ecological Climatology</u>	<u>9</u>
<u>Select upper level courses in ANTH, COMM, ECON</u>	
<u>GEOG, HIST, POLS/PLAN, PSYC, SOCI or other approved</u>	
<u>disciplines when those courses focus on environmentally relevant</u>	
<u>topics. Must be approved by advisor. GEOG 4103 Geography of Soils</u>	
<u>and Water</u>	
<u>GEOG 4400 Energy and Sustainability</u>	-
<u>GEOG 4084 Senior Seminar</u>	<u>3</u>
<u>GEOG 4700 Global Environmental Change</u>	
<u>Minor and/or electives</u> <u>GEOG 4800 Advanced Topics in</u>	<u>21-30</u>
<u>Biogeography</u>	
<u>GEOG 4900 Dendrochronology</u>	
<u>Two of the following:</u>	<u>6</u>
<u>GEOG 3253 Economic Geography</u>	-
<u>GEOG 3643 Urban Geography</u>	-
<u>GEOG 3405 Geographies of Sustainability</u>	-
<u>GEOG 4600 Moral Geographies</u>	-
<u>2000/4000-level hours Any GEOG courses</u>	<u>12</u>
<u>GEOG 4084 Senior Seminar</u>	<u>3</u>
<u>Minor and/or electives</u>	<u>21-30</u>
<u>Core Areas A, B, C, D, (Option I) E</u>	<u>42</u>
<u>Core Area F (Courses specific to the major):</u>	<u>18</u>
<u>XIDS 2202 or GEOG 2605</u>	<u>3</u>
<u>GEOG 1112 or 1113</u>	<u>3</u>
<u>MATH 2962 (complete in Area F if not taken in Area D)</u>	<u>0-3</u>
<u>Select 6 hours from: GEOG 1112 or 1113</u>	
<u>(whichever is not selected above), GEOG 2552, 1000-2000 level courses in BIOL, CHEM, GEOL,</u>	
<u>or PHYS. To complete 18 hours select from: ANTH 1102, POLS 2201, SOCI 1101, XIDS 2300</u>	
<u>Major Courses:</u>	
<u>Students may use ENVS 4886 (Internship) 4981 (Directed Study) in the areas of Major, Supporting,</u>	

Formatted: Font color: Auto

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0"

Formatted: Font: Italic

Formatted: Indent: Left: 0", Pattern: Clear (White)

Formatted: Font: Italic

Formatted: Indent: Left: 0"

Formatted: Left

Formatted: Indent: Left: 0"

Formatted: Left

Formatted: Indent: Left: 0"

Formatted: Left

Formatted: Line spacing: single

Minor or Elective Courses:		
Required Major Courses:		27
Students must select 24 hours from the list below:		
<u>ENVS 3180/ANTH 3180</u>	3	
<u>ENVS 3701/PLAN 3701</u>	3	
<u>ENVS 3702/PLAN 3702</u>	3	
<u>ENVS 4003/GEOL 4003</u>	3	
<u>ENVS 4200/POLS 4200</u>	3	
<u>ENVS 4553/GEOG 4553</u>	3	
<u>ENVS 4461/HIST 4461</u>	3	
<u>ENVS 4803/SOCI 4803</u>	3	
<u>GEOG 3085*</u>	3	
<u>GEOG 4700</u>	3	
<u>PLAN 4701</u>	3	
<u>POLS 3201</u>	3	
* Students may also elect upper level special topic courses in ANTH, COMM, ECON, GEOG, HIST, POLS/PLAN, PSYC, SOCI and other approved disciplines when those courses focus on environmentally relevant topics.		
<u>ENVS 4900</u>	3	
Minor or Supporting Courses in consultation with advisor:	15-18	
Electives (9 hours must be taken at the 3000/4000 level):	15-18	
<b>TOTAL</b>		<b>120</b>

**CHANGES MADE**

- 1) Under the heading "Major" we added the following text: "and students in Environmental Sustainability concentration cannot minor in Environmental Sustainability"
- 2) We removed GEOG 1113 and GEOG 2503 from required courses.
- 3) We made GEOG 4400, 4700, 3405, and 4086 mandatory courses.
- 4) We reduced the additional geography courses to be taken to one group from which the student must choose 6 credits.
- 5) We added 9 credits that can be chosen from other departments, with the text, "Select upper level courses in ANTH, COMM, ECON, GEOG, HIST, POLS/PLAN, PSYC, SOCI or other approved disciplines when those courses focus on environmentally relevant topics. Must be approved by advisor."

Formatted: Line spacing: single

Formatted: Font: (Default) Times New Roman, 11 pt, Font color: Auto

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) Times New Roman

Formatted: Font:

Formatted: Font:

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Font Alignment: Auto, Pattern: Clear

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman, 11 pt, Not Italic, Font color: Auto

Formatted: Font: Not Italic

Formatted: Font: (Default) Times New Roman, 11 pt, Font color: Auto

Formatted: Line spacing: single

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Geosciences Department	College of Science and Mathematics	Gerhardt, Hannes				
<small>Department</small>	<small>College</small>	<small>Originator</small>				
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b>				
		<input type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Title	<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> See Comments
		<input type="checkbox"/> Senate Action Item		<a href="#">(See Procedure)</a>		
<b>Course Details</b>						
GEOG	3020	Political Geography				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Political geography is concerned with the spatial dynamics of power relations. This course focuses particularly on the nation-state, exploring the logic of the state and how it manages to legitimize itself as the dominant arbiter of political power. The course will also look at interactions between states and how they compete to control and dominate territory and resources.						
<small>Course Catalog Description</small>						
3.00		3.00	Spring - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
Political Geography (GEOG 2010) is being dropped and this 3000 level course is taking its place. The reason for this is that there is a demand for more 3000+ courses in the Geosciences Dept. and beyond. Furthermore, the course covers a lot of challenging material, and in order to truly cover the material at the level it requires, a 3000 level is more appropriate. This course description is also being changed. The new description reflects the material that will be covered at the 3000 level.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate			Description and course level is being changed			
<input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="checkbox"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 25						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
Scott Gordon [APPROVED 2014-02-04]			N/A			
<small>Coordinator, COSM Curriculum Committee</small>			<small>Chair, Cross Listed Department</small>			
Curtis L. Hollabaugh [APPROVED 2014-01-13]			N/A			
<small>Chair, Course Department</small>			<small>Associate Dean, Cross Listed College</small>			
<b>Other Approvals</b>			<b>Final Approval</b>			
James R. Mayer [APPROVED 2014-04-10]			Jon Anderson [REQUIRED]			
<small>Chair, Undergraduate Academic Programs Committee</small>			<small>Final Approver</small>			



## SAMPLE POLITICAL GEOGRAPHY COURSE SYLLABUS – GEOG 3020

### COURSE DESCRIPTION

Political geography is concerned with the spatial dynamics of power relations. Part I will be a brief introduction into the geographic framework we will employ to understand global power relations. In part II the basic characteristics of the nation-state will be the object of study, since this is considered to be the fundamental spatial organization of political power. In this part we will attempt to understand the logic of the state and how it manages to legitimize itself as the taken for granted arbiter of political power. In part III a jump is made to the global scale to consider the interactions between states and how they compete to control and dominate territory and resources. Finally, in part IV we will consider resistance to the state, both to its foreign policy and to the economic systems that it promotes.

### LEARNING OBJECTIVES

1. Demonstrate an understanding of the geographical dimensions of state formation
2. Demonstrate an understanding of the spatial challenges that the modern state faces.
3. Demonstrate an understanding of different interpretations of "geopolitics" and "world order".
4. Demonstrate an ability to comprehend and comment on policy oriented texts focused on global politics.

### TEXTS

I recommend the following text as it is the basis for much of the lecture material. This text serves as an excellent source with which better to understand the lectures and study for the exams:

P. J. Taylor, and C. Flint, 2007. *Political Geography: World-economy, Nation-state, and Locality*. Harlow, England: Prentice Hall.

Other readings will be made available through the course of the semester on the CourseDen page for this course.

### READINGS, QUIZZES AND ASSIGNMENTS

There will be no assigned textbook readings – it will be up to you to follow along in the textbook. However, I will assign readings that you will be required to read before coming to class. Most of these readings will be policy oriented articles from the journal "*Foreign Affairs*". Each week one or even two quizzes will be administered based on the readings for that day. The quizzes will allow me to determine whether you did the entire reading or not. On occasion you will also be assigned a writing assignment to finish at home. These assignments count as two quiz grades.

### EXAMS

Three exams will be used to test your grasp of both the lecture material and the readings. They will be comprised of multiple choice, short answer and essay.

### GRADE BREAKDOWN:

First exam	20%
Second exam	20%
Final exam	20%
Quizzes/Assignments	30%
Attendance	10%
Total =	100%

## COURSE SCHEDULE

### PART I:

- A) Introduction to political geography and the world-system

### PART II:

- A) Territorial states
- B) Nation and nationalism
- C) Civil society and the state
- D) Electoral politics

### PART III:

- A) Geopolitics
- B) Global Governance
- C) Current theories on world order

### PART IV: Anti-Geopolitics

- A) Analysis of different forms of resistance to the state

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Geosciences Department	College of Science and Mathematics	Gerhardt, Hannes				
Department	College	Originator				
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments             Senate Action Item             (See Procedure)				
<b>Course Details</b>						
GEOG	2202	Environmental Science				
Prefix	Number	Course Title				
<p>This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.</p>						
Course Catalog Description						
3		3	Spring - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
<p>The rationale for this addition is to offer a course in environmental science with an optional lab that will count in the core as an area D, option II science. Environmental science is a STEM field that deals with the intersections of the natural and human world - a concern that has long been a focus of geography (hence the geography prefix). We are particularly interested in attracting social science students into this lab science course, which is why we are asking for the option II designation. The geography degree offered at UWG in general is taking on a greater focus on issues of the environment and sustainability. This course, once accepted, will become integrated into the degree requirements. Lastly, it should be noted that there already exists an XIDS 2202 course at UWG that counts as an area D, option II. This course, entitled "Environmental Studies", is distinct from what we are proposing here as it is intended to be a more collaborative interdisciplinary course, and it does not have the optional lab. In the XIDS description, it is stated that there will be a, "focus on specified environmental issues approached from selected disciplines in the natural and social sciences. Topics and disciplines vary from semester to semester." XIDS is more of a special topics class that can theoretically exist next to GEOG 2202. However, XIDS is not taught regularly (if at all anymore) and its open, interdisciplinary format makes it imperfect for the needs of the geography degree. The creation of Geog 2202 will remedy this situation.</p>						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			This course is to count as a core area D, option II and hence need BOR approval.			
Is this a SACS substantive change? YES             (See Policy)						
Present or Projected Annual Enrollment: 40						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
<u>Curtis L. Hollabaugh</u> [APPROVED 2014-02-03] Chair, Course Department			N/A _____ Chair, Cross Listed Department			
<u>Scott Gordon</u> [APPROVED 2014-02-04] Coordinator, COSM Curriculum Committee			N/A _____ Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
<u>James R. Mayer</u> [APPROVED 2014-04-10] Chair, Undergraduate Academic Programs Committee			<u>Jon Anderson</u> [REQUIRED] Final Approver			

Course Update Request (Add, Delete, Modify)						
<b>Originator</b> _____						
<b>Geosciences Department</b> _____ <small>Department</small>		<b>College of Science and Mathematics</b> _____ <small>College</small>		<b>Gerhardt, Hannes</b> _____ <small>Originator</small>		
<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete						
<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>						
<b>Course Details</b>						
<b>GEOG</b>	<b>2202L</b>	<b>Environmental Science Lab</b>				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.						
<b>Course Catalog Description</b>						
<small>Lec Hrs</small>	<small>2</small>	<small>1</small>	<small>Spring - 2016</small>	<small>Yearly</small>	<small>Letter Grade</small>	
	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
Geog 2202			Geog 2202			
<b>Rationale</b>						
This is the optional lab that goes with the proposed Geog 2202 course. Please see the rationale for Geog 2202 for a full explanation. Essentially, we are looking to create a core area D, option II with lab for non-hard science students interested in environmental science.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			This is an optional lab accompanying geog 2202 that would count as a core Area D, option II. BOR approval is required.			
Is this a SACS substantive change? YES <input type="checkbox"/> (See Policy)						
Present or Projected Annual Enrollment: 40						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
<b>Curtis L. Hollabaugh</b> [APPROVED 2014-02-03] _____ <small>Chair, Course Department</small>			N/A _____ <small>Chair, Cross Listed Department</small>			
<b>Scott Gordon</b> [APPROVED 2014-02-04] _____ <small>Coordinator, COSM Curriculum Committee</small>			N/A _____ <small>Associate Dean, Cross Listed College</small>			
<b>Other Approvals</b>			<b>Final Approval</b>			
<b>James R. Mayer</b> [APPROVED 2014-04-10] _____ <small>Chair, Undergraduate Academic Programs Committee</small>			<b>Jon Anderson</b> [REQUIRED] _____ <small>Final Approver</small>			

## **SAMPLE**

### **GEOGRAPHY 2202: ENVIRONMENTAL SCIENCE LAB**

**COURSE DESCRIPTION:** This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

#### **LEARNING OBJECTIVE:**

- 1) Gain a foundational understanding of the earth's environmental systems through hands on, scientific activities.
- 2) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.

**INSTRUCTOR: TBA**

**LABS:** Once a week, for one hour fifty minutes. Attendance is required. You are allowed 2 absences. After the first unexcused absence, each absence will result in your final grade being lowered by 1 letter grade.

**LAB MANUAL:** Can be purchased in the bookstore

**LAB EXERCISE:** For each lab, there will be an exercise sheet and/or experiment log to be turned in. These exercises will make up your grade for the course.

#### **Schedule**

<b>Wed, Jan 8</b>	Introduction and Course Mechanics Pre-test
<b>Wed, Jan 15</b>	<u>Experimental Analysis</u>
<b>Wed, Jan 22</b>	<u>The Atmosphere</u>
<b>Wed, Jan 29</b>	<u>Ecological Footprint Calculator</u>
<b>Wed, Feb 5</b>	<u>Ground-Level Ozone: Smog City</u>
<b>Wed, Feb 12</b>	<u>Ground-Level Ozone: Your Vehicle</u>
<b>Wed, Feb 19</b>	<u>Acid Rain</u>

<b>Wed, Feb 26</b>	<u>Drinking Water Treatment</u>
<b>Wed, March 5</b>	<u>Food Calories and Land</u>
<b>Wed, March 12</b>	<u>Ballistic Pendulum</u>
<b>Wed, March 19</b>	<u>Greenhouse Effect, Climate Change, Global Warming</u>
<b>Wed, March 26</b>	<u>Fossil Fuels: Coal</u>
<b>Wed, Apr 2</b>	<u>Home Energy Audit</u>
<b>Wed, Apr 9</b>	<u>Home Energy Analysis</u>
<b>Wed, Apr 16</b>	<u>Carbon Emission Capstone</u>

Program View Request (Read-Only)	
<p><b>Originator</b></p> <p>College of Social Sciences      Criminology Department      Johnson, Mike  <small>College      Department      Originator</small></p>	
<p><b>Action</b></p> <p> <input type="radio"/> Add                       <input checked="" type="radio"/> Modify                       <input type="radio"/> Deactivate                       <input type="radio"/> Terminate  <input type="radio"/> Reactivate                 </p>	<p><b>Modifications</b></p> <p> <input type="checkbox"/> Program Name                       <input type="checkbox"/> Program Description                       <input type="checkbox"/> Degree Name                       <input checked="" type="checkbox"/> See Modification Details                      Senate Action Item      <a href="#">(See Procedure)</a> </p>
<p><b>Program Selection</b></p> <p>College of Social Sciences      Bachelor of Science with a Major in Criminology  <small>College      Program</small></p> <p>Bachelor of Science with a Major in Criminology      On Campus      Undergraduate  <small>Program Name      Program Location      Degree Level</small></p> <p>Bachelor of Science      Fall      2014  <small>Degree Name      Effective Semester/Year</small></p>	
<p><b>Modification Details</b></p> <p>Add proposed new course (separate proposal) CRIM 2275: Introduction to Corrections as a choice in the 2000 level criminology course requirement of nine hours under Area F of the major. Also see attachment.</p> <p><small>(Max 4000 characters)</small></p>	<p><b>Rationale</b></p> <p>Adding CRIM 2275: Introduction to Corrections will offer students more alternatives in satisfying the 2000 level criminology course requirement of nine hours under Core Area F. The Criminology curriculum is intended to include coverage of the three major types of criminal justice systems: law enforcement, the courts, and corrections. However, while Area F currently offers 2000 level courses in law enforcement and courts, it does not include one for corrections. Adding 2275 to the Area will help bring the Criminology program in line with peer institutions offering 2000 level courses in all three systems: police, courts, and corrections.</p> <p><small>(Max 4000 characters)</small></p>
<p><b>Planning Info</b></p> <p> <input checked="" type="radio"/> Library Resources are Adequate  <input type="radio"/> Library Resources Need Enhancement                      Is this a SACS substantive change? NO      <a href="#">(See Policy)</a>                      Present or Projected Annual Enrollment: 450                 </p>	<p><b>Comments</b></p> <p><small>(Max 4000 characters)</small></p>
<p><b>College Approvals</b></p> <p><u>Amber Smallwood</u> [APPROVED 2014-02-10]  <small>Coordinator, COSS Executive Committee</small></p> <p><u>David Jenks</u> [APPROVED 2014-01-27]  <small>Chair, Course Department</small></p>	<p><b>Cross Listing Approvals</b></p> <p><u>N/A</u>  <small>Chair, Cross Listed Department</small></p> <p><u>N/A</u>  <small>Associate Dean, Cross Listed College</small></p>
<p><b>Other Approvals</b></p> <p><u>James R. Mayer</u> [APPROVED 2014-04-10]  <small>Chair, Undergraduate Academic Programs Committee</small></p>	<p><b>Final Approval</b></p> <p><u>Jon Anderson</u> [REQUIRED]  <small>Final Approver</small></p>

## Proposal: Add CRIM 2275 to Core Area F Options

### Rationale

Adding CRIM 2275: Introduction to Corrections will offer students more alternatives in satisfying the 2000 level criminology course requirement of nine hours under Core Area F. The Criminology curriculum is intended to include coverage of the three major types of criminal justice systems: law enforcement, the courts, and corrections. However, while Area F currently offers 2000 level courses in law enforcement and courts, it does not include one for corrections. Adding 2275 to the Area will help bring the Criminology program in line with peer institutions offering 2000 level courses in all three systems: police, courts, and corrections.

CRIM 2275: Introduction to Corrections would be a new course. It is being proposed separately as a course addition.

### Catalog Copy

#### **B.S. Degree with a Major in Criminology**

To be admitted into the B.S. program in Criminology, students must first complete Core Areas A-E with a GPA of 2.0. 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 Outcomes for Criminology Students

- Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.
- Knowledge of the basic research methods in the social sciences.
- Knowledge of career options in criminology/criminal justice, including the pursuit of advanced degrees.

<b>Requirement</b>	<b>Hours</b>
<a href="#">Core Areas A, B, C, D, E</a>	42
Core Area F – Major Specific Courses	18
<a href="#">CRIM 1100</a>	3
CRIM 2000 and one of the following: <a href="#">ANTH 1102</a> , <a href="#">PSYC 1101</a> , <a href="#">SOC 1160</a> ,	6
Three of the following: <a href="#">CRIM 2245</a> , <a href="#">CRIM 2272</a> , <a href="#">CRIM 2273</a> , <a href="#">CRIM 2274</a> , <a href="#">CRIM 2275</a>	9
...	



Program View Request (Read-Only)		
<b>Originator</b>		
<b>College of Social Sciences</b> <small>College</small>	<b>Mass Communications Department</b> <small>Department</small>	<b>Yates, Bradford</b> <small>Originator</small>
<b>Action</b>		
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		
<b>Modifications</b>		
<input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details		
<small>Senate Action Item</small> <small>(See Procedure)</small>		
<b>Program Selection</b>		
<b>College of Social Sciences</b> <small>College</small>	<b>Bachelor of Science with a Major in Mass Communications</b> <small>Program</small>	
<b>Bachelor of Science with a Major in Mass Communications</b> <small>Program Name</small>	<b>On Campus</b> <small>Program Location</small>	<b>Undergraduate</b> <small>Degree Level</small>
<b>Bachelor of Arts</b> <small>Degree Name</small>	<b>Summer</b> <small>Effective Semester/Year</small>	<b>2014</b>
<b>Modification Details</b>		
Add the following language to the Program Description in the Undergraduate Catalog: Majors must earn a minimum grade of C in ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254.		
<small>(Max 4000 characters)</small>		
<b>Rationale</b>		
The minimum grade criteria on the courses noted in the modification details replace the 2.0 GPA criterion previously used. These minimum grade requirements are enforced at the course level. By including them in the Program Description it will provide clarity and advance notification for students.		
<small>(Max 4000 characters)</small>		
<b>Planning Info</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Is this a SACS substantive change? <b>NO</b> <small>(See Policy)</small>		
Present or Projected Annual Enrollment: <b>476</b>		
<b>Comments</b>		
<small>(Max 4000 characters)</small>		
<b>College Approvals</b>		<b>Cross Listing Approvals</b>
<u>Camilla Gant</u> [APPROVED 2014-03-07] <small>Chair, Course Department</small>		<u>N/A</u> <small>Chair, Cross Listed Department</small>
<u>Amber Smallwood</u> [APPROVED 2014-03-11] <small>Coordinator, COSS Executive Committee</small>		<u>N/A</u> <small>Associate Dean, Cross Listed College</small>
<b>Other Approvals</b>		<b>Final Approval</b>
<u>James R. Mayer</u> [APPROVED 2014-04-10] <small>Chair, Undergraduate Academic Programs Committee</small>		<u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small>

Program View Request (Read-Only)		
<b>Originator</b>		
College of Social Sciences <small>College</small>	Mass Communications Department <small>Department</small>	Yates, Bradford <small>Originator</small>
<b>Action</b>		
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		
<b>Modifications</b>		
<input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item <a href="#">(See Procedure)</a>		
<b>Program Selection</b>		
College of Social Sciences <small>College</small>	Bachelor of Science with a Major in Mass Communications <small>Program</small>	
Bachelor of Science with a Major in Mass Communications <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2014 <small>Effective Semester/Year</small>
<b>Modification Details</b>		
The proposal set forth is to split the Film & Media Arts sequence into two separate tracks titled "Film & Video Production" and "Digital Media & Telecommunication." Additionally, minor modifications to the Convergence Journalism sequence are proposed. See attached.		
<small>(Max 4000 characters)</small>		
<b>Rationale</b>		
The rationale for the proposed modifications is to better meet student demand for areas of specialization, more accurately reflect industry writing style, and provide students additional flexibility. These modifications will allow students to progress through the degree program more efficiently. See attached.		
<small>(Max 4000 characters)</small>		
<b>Planning Info</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>		
Present or Projected Annual Enrollment: 460		
<b>Comments</b>		
See attached.		
<small>(Max 4000 characters)</small>		
<b>College Approvals</b>		
Amber Smallwood [APPROVED 2014-03-11] Coordinator, COSS Executive Committee		
Camilla Gant [APPROVED 2014-03-07] Chair, Course Department		
<b>Cross Listing Approvals</b>		
N/A		
Chair, Cross Listed Department		
N/A		
Associate Dean, Cross Listed College		
<b>Other Approvals</b>		
James R. Mayer [APPROVED 2014-04-10] Chair, Undergraduate Academic Programs Committee		
<b>Final Approval</b>		
Jon Anderson [REQUIRED] Final Approver		

## **Proposal to Modify the B.S. in Mass Communications Degree Program**

Submitted by Dr. Brad Yates, Professor and Curriculum Advisory Committee Chair

Approved by Department Curriculum Advisory Committee-January 10, 2014

Approved by Department Faculty & Staff-January 24, 2014

The Department of Mass Communications currently offers three areas of specialization for students to emphasize within the B.S. degree program: Convergence Journalism, Film & Media Arts, and Public Relations.

The proposal set forth is to split the Film & Media Arts sequence into two separate tracks to better meet student demand for areas of specialization. One concentration will be titled Film & Video Production. Students will begin the sequence with foundational courses focusing on short-form screenwriting, fundamental production skills, and analysis. A three-course curriculum expansion (digital cinematography & image design, post-production, and sound design), submitted concurrently with this proposal, will provide intensive development of a wide-range of skills needed to excel in production-related fields and help students build toward a level of proficiency expected in the capstone course experience. The second concentration offers a combination of courses that focuses on studies and practices within the realm of digital media, including radio, television, and online. Thus, the sequence will be titled Digital Media & Telecommunication. It offers a variety of theoretical and hands-on courses that will prepare students for varied career options in the electronic media industries. Moreover, the proposed writing component of both new sequences will more accurately reflect the style of writing associated with the areas of specialization.

A modification to the Convergence Journalism sequence is also included with this proposal as is updated catalog copy to accurately reflect the proposed changes. Specifically, the Convergence Journalism sequence proposes to allow students the option to take COMM 3303-Layout and Design or COMM 4403-Photojournalism, the option of selecting COMM 3302-Public Affairs Reporting or COMM 4402-Feature Writing, and the option to select COMM 4421N (*The West Georgian* practicum) or COMM 4421T (UTV13 practicum). These changes will provide students additional flexibility and allow them to progress through the degree program more efficiently.

Current Degree Program (taken from the online Course Catalog)

**B.S. Degree with a Major in Mass Communications**

Through sequenced study in Convergence Journalism, Film & Media Arts, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - UTV13, *The West Georgian*, and The WOLF Internet Radio. Located approximately 45 miles west of Atlanta, the department also gives students the opportunity to regularly network and intern with mass media and public relations professionals in the nation's 8th largest media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Convergence Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's converging multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with UTV13, *The West Georgian* and The WOLF Internet Radio.

Film & Media Arts engages students in courses that build knowledge and skills in creating and producing film and entertainment radio, television, and web content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms. Students gain hands-on experience early on and throughout their tenure with the f-Stop Film Festival, UTV13, and The WOLF Internet Radio.

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through experiential and service learning projects for private, nonprofit, and public sector clients.

<b>Requirement</b>	<b>Hours</b>	
<u>Core Areas A, B, C, D, &amp; E</u>		42
Core Area F		18
<u>COMM 1154</u>	3	
<u>COMM 1110</u>	3	
<u>COMM 2254</u>	3	
Foreign Language - 1000 or 2000 level	6	
Humanities or Social Science Elective	3	
Note that course may satisfy prerequisite for a minor course if not required for minor.		
 Courses Specific for the Major		 45
Required Courses	24	
 Convergence Journalism Concentration		
<u>COMM 3301, COMM 3303, COMM 3352, COMM 4402, COMM 4421, COMM 4450, COMM 4454, COMM 4484</u>		
 Film & Media Arts Concentration		
<u>COMM 3301, COMM 3350, COMM 3351, COMM 3352, or COMM 3353, COMM 3355, COMM 4421, COMM 4454, COMM 4484</u>		
 Public Relations Concentration		
<u>COMM 3301, COMM 3313, COMM 4413, COMM 4414, COMM 4444, COMM 4451, COMM 4454, COMM 4484</u>		

Electives

18-21

Must be 3000-4000 level COMM courses or approved courses from list below. At least 12 credit hours must be COMM Courses

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours.

Additional COMM 3000-4000 level, ABED 3100 ABED 3106, ABED 4118,

ENGL 3200, ENGL 3405, FILM 3200, GEOG 3713, MGNT 4630, MKTG 3801

MKTG 3803, MKTG 3809, MKTG 3810, MKTG 4861, MKTG 4864, MKTG 4866,

POLS 3103, POLS 4215, PSYC 3200, PSYC 3600, PSYC 4090, PSYC 4140,

PSYC 4500, SOCI 3100, SOCI 3273, SOCI 3603, SOCI 3733, SOCI 3943,

SOCI 4203, SOCI 4323, SOCI 4373, SPMG 3665, SPMG 4665

Minor

15-18

**Major Requirements**

- Must have a minimum 2.0 Overall GPA.
- Must complete a major declaration form.
- A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.
- A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.
- Must complete senior exit survey.
- Must complete requirements for a minor field.

## Proposed Degree Program Modifications (effective Fall 2014)

### **B.S. Degree with a Major in Mass Communications**

Through sequenced study in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs – *bluestone*-Public Relations Firm, UTV13, *The West Georgian*, and The WOLF Internet Radio. Located approximately 45 miles west of Atlanta, the department also gives students the opportunity to regularly network and intern with mass media and public relations professionals in a top 10 media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Convergence Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's converging multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with UTV13, *The West Georgian* and The WOLF Internet Radio.

Digital Media & Telecommunication engages students in courses that build knowledge and skills in traditional electronic and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment radio, television, and digital content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms. Students gain hands-on experience early on and throughout their tenure with UTV13 and The WOLF Internet Radio.

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets (e.g., competitions, film festivals, online platforms, screenings, social media, etc.)

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through *bluestone*-Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

<b>Requirement</b>	<b>Hours</b>	
<u>Core Areas A, B, C, D, &amp; E</u>		42
Core Area F		18
<u>COMM 1154</u>	3	
<u>COMM 1110</u>	3	
<u>COMM 2254</u>	3	
Foreign Language - 1000 or 2000 level	6	
Humanities or Social Science Elective	3	
Note that course may satisfy prerequisite for a minor course if not required for minor.		
 Courses Specific for the Major		 45
Required Courses	24	
 Convergence Journalism Concentration		
COMM 3301, COMM 3303 or 4403, COMM 3352, COMM 3302 or COMM 4402, COMM 4421N or COMM 4421T, COMM 4450, COMM 4454, COMM 4484		

Digital Media & Telecommunication Concentration

COMM 3305, COMM 3350, COMM 3351 or COMM 3352, COMM 3355, COMM 4421R or COMM 4421T, COMM 4454, COMM 4484, One (1) of the following: COMM 3354, COMM 3357, COMM 4455

Film & Video Production Concentration

COMM 3305, COMM 3353, COMM 3356, COMM 4452, COMM 4454, COMM 4484, Two (2) of the following: COMM 4405, COMM 4406, COMM 4407

Public Relations Concentration

COMM 3301, COMM 3313, COMM 4413, COMM 4414, COMM 4444, COMM 4451, COMM 4454, COMM 4484

Electives

18-21

Must be 3000-4000 level COMM courses or approved courses from list below. At least 12 credit hours must be COMM Courses

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Additional COMM 3000-4000 level, ABED 3100, ABED 3106, ABED 4118, ENGL 3200, ENGL 3405, FILM 3200, GEOG 3713, MGNT 4630, MKTG 3801, MKTG 3803, MKTG 3809, MKTG 3810, MKTG 4861, MKTG 4864, MKTG 4866, POLS 3103, POLS 4215, PSYC 3200, PSYC 3600, PSYC 4090, PSYC 4140, PSYC 4500, SOCI 3100, SOCI 3273, SOCI 3603, SOCI 3733, SOCI 3943, SOCI 4203, SOCI 4323, SOCI 4373, SPMG 3665, SPMG 4665

Minor

15-18

**Major Requirements**

- Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254.
- Must complete a major declaration form.
- A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.
- A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.
- Must complete senior exit survey.
- Must complete requirements for a minor field.

**Total**

**Hours**

**120**

Program View Request (Read-Only)	
<b>Originator</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences <small>College</small></div> <div style="width: 30%;">Mass Communications Department <small>Department</small></div> <div style="width: 30%;">Yates, Bradford <small>Originator</small></div> </div>	
<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item <a href="#">(See Procedure)</a>
<b>Program Selection</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences <small>College</small></div> <div style="width: 30%;">Mass Communications Department <small>Department</small></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 40%;">Mass Communications <small>Program Name</small></div> <div style="width: 20%;">On Campus <small>Program Location</small></div> <div style="width: 20%;">Undergraduate <small>Degree Level</small></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 40%;">Film &amp; Video Production Minor <small>Degree Name</small></div> <div style="width: 20%;">Fall <small>Effective Semester/Year</small></div> <div style="width: 20%;">2014 <small>Effective Semester/Year</small></div> </div>	
<b>Modification Details</b> Proposal to add a minor titled Film & Video Production.  <small>(Max 4000 characters)</small>	<b>Rationale</b> The Department of Mass Communications currently offers a minor in Mass Communications that is a broad-based sequence of study for students interested in the field. However, some students seek more focused and specialized training in their minor. Therefore, the department proposes a minor in Film & Video Production to meet some of the demand of non-majors who have an interest in learning the art of creating and producing short and long-form film and video projects. The minor provides a foundational overview of all mass communications platforms through its introductory course and follows up with two courses focused on fundamental production and critical analysis skills. Writing is emphasized via three potential screenwriting course options.  <small>(Max 4000 characters)</small>
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <small>(See Policy)</small> Present or Projected Annual Enrollment: 30	<b>Comments</b> See attached.  <small>(Max 4000 characters)</small>
<b>College Approvals</b>  <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Amber Smallwood</b> [APPROVED 2014-03-11]  <small>Coordinator, COSS Executive Committee</small> </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px;"> <b>Camilla Gant</b> [APPROVED 2014-03-07]  <small>Chair, Course Department</small> </div>	<b>Cross Listing Approvals</b>  <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;">           N/A  <small>Chair, Cross Listed Department</small> </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px; text-align: center;">           N/A  <small>Associate Dean, Cross Listed College</small> </div>
<b>Other Approvals</b>  <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>James R. Mayer</b> [APPROVED 2014-04-10]  <small>Chair, Undergraduate Academic Programs Committee</small> </div>	<b>Final Approval</b>  <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;"> <b>Jon Anderson</b> [REQUIRED]  <small>Final Approver</small> </div>



## Film & Video Production Minor

15 Credit Hours

### Proposal to add a Minor in Film & Video Production

Submitted by Dr. Brad Yates, Professor and Curriculum Advisory Committee Chair

Approved by Department Curriculum Advisory Committee-November 22, 2013

Approved by Department Faculty & Staff-December 6, 2013

**Rationale:** The Department of Mass Communications currently offers a minor in Mass Communications that is a broad-based sequence of study for students interested in the field. However, some students seek more focused and specialized training in their minor. Therefore, the department proposes a minor in Film & Video Production to meet some of the demand of non-majors who have an interest in learning the art of creating and producing short and long-form film and video projects. The minor provides a foundational overview of all mass communications platforms through its introductory course and follows up with two courses focused on fundamental production and critical analysis skills. Writing is emphasized via three potential screenwriting course options, including two offered outside of the department to provide greater flexibility for students and diversity of instruction and perspective. The final component of the minor includes a list of courses students may choose that focus on more intensive development of specialized skills needed to excel in production-related fields. Students wishing to gain knowledge and skills beyond the minor offerings may choose to become a Mass Communications major with a concentration in Film & Video Production, which is a new sequence submitted concurrently with this proposal.

#### Required

COMM 1154-Introduction to Mass Communications

COMM 3353-Fundamentals of Film & Video Production

COMM 3356-Film & Culture

#### Choose ONE (1) of the following:

COMM 3305-Short-Form Screenwriting & Analysis

ENGL 3200-Intermediate Creative Writing: Screenwriting

FILM 3200-Screenwriting

#### Choose ONE (1) of the following:

COMM 4405-Sound Design (pre-requisite is COMM 3351 OR COMM 3352 OR COMM 3353)

COMM 4406-Digital Cinematography & Image Design (pre-requisite is COMM 3352 OR COMM 3353)

COMM 4407-Film & Video Post-Production (pre-requisite is COMM 3352 OR COMM 3353)

#### Color Code:

Blue = Current Course Offerings

Green = Proposed Course Offerings (course additions submitted concurrently with this proposal)

Orange = Courses Outside Department

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Mass Communications Department <small>Department</small>		College of Social Sciences <small>College</small>		Kay, Deon <small>Originator</small>	
<b>Action</b>		<b>Modifications</b>			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
COMM	3305	Short-Form Screenwriting & Analysis			
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>			
This is a writing workshop where students will investigate various story-telling styles, structures and techniques, and implement these analyses in the development of stories written for the screen. Students will also engage with marketing and promotional texts within the field.					
<b>Course Catalog Description</b>					
2	2	3	Fall - 2014	Spring and Fall	Letter Grade
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C					
<b>Rationale</b>					
This class was offered as a special topic in Fall 2012 and Fall 2013, and as we expand our film and video production sequence, we are planning on replacing the current writing intensive course (COMM 3301 Writing and Reporting for Newswriting) with a class that is more aligned with the focus of this sequence. COMM 3306 - Short-Form Screenwriting & Analysis is a writing intensive class with students required to produce a body of creative and technical writing. This includes film and television show analyses, synopses, promotional materials, creative writing, and peer evaluations. All output is held to exacting standards of style, layout, and grammar.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? NO <input type="text" value=""/> <a href="#">(See Policy)</a>					
Present or Projected Annual Enrollment: 40					
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
Camilla Gant [APPROVED 2014-02-06] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department		
Amber Smallwood [APPROVED 2014-03-11] <hr/> Coordinator, COSS Executive Committee			N/A <hr/> Associate Dean, Cross Listed College		
<b>Other Approvals</b>			<b>Final Approval</b>		
James R. Mayer [APPROVED 2014-04-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Final Approver		

# COMM 4485: Short-Form SCREENWRITING and ANALYSIS

**THURS, 5:30 PM – 8:00 PM: HU134**

*Instructor: Deon Kay*

**Office:** HU 148, 678-839-4942

*email: [dkay@westga.edu](mailto:dkay@westga.edu)*

**Office Hours:** Mon 3:30-5:30, Tues 1:30-3:30, Wed 12-4 via email, Thurs 1:30-3:30

**Course Objective:** Analysis of and practice in various story-telling styles, structures and techniques, including stories written for the screen and marketing and promotional texts within the field.

**Course Reading:** *Your Screenplay Sucks*, by William M. Akers  
*Writing the TV Drama Series*, by Pamela Douglas

**Other Requirements:** Bring a **notebook** and **pen** to class EVERY DAY. You will also need access to a **printer** and/or **photocopier** on a consistent basis.

## Assignments

Structural analyses	2x_5%	10%
Dialogue Exercise		10%
Log lines...		5%
<b>In-Class exercises/participation*</b>		<b>30%</b>
Presentation		15%
Final Project (script package)		30%

\*participation does NOT mean showing up for class. It means engaging actively with the work we look at, with in-class assignments, and with workshops. **If you are not in class, you are not participating** and you will lose serious points off your final grade.

**Grading:** Work will be graded and returned as promptly as possible. When delivered in a timely manner, and in the correct format, this should happen within 2 weeks. Where possible, a grading rubric will be provided. Like with all things – **the more you put into the class, the more you will get out of it, and more likely than not, the higher your grade will be.**

## **Letter grades work like this:**

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

*Most assignments have multiples phases. You will **not** be able to get an **A** if you do not follow all the instructions and stick to all the deadlines provided.*

**Late Assignments:** I reserve the right to **not** accept late assignments. If a late assignment is deemed acceptable, it will be severely penalized (think 15-40%).

**Attendance & Participation:** You do not get credit for showing up for class, but you will lose participation points for missing. This is a workshop-style class and requires active participation from everyone. So much learning is done from listening, from thinking, and from asking each other questions. If you are not in class, you are not participating and you are therefore doing yourself a disservice.

- NOTE: there is something DUE every week of the semester along with other In-class exercises and assignments. If you are not in class, your work will be considered late and you will miss in-class exercises, which are graded.

- Class starts at 5:30pm: **Show up prepared and on time – tardiness will effect your participation.**

- Doing things unrelated to the class during class-time (e.g. sleeping, emailing, surfing the web, not paying attention) will effect your participation grade. **No “multitasking.”** This is a space for you to focus on one thing, and one thing only. Give yourself this gift.

- Documented, excused absences will not count against your participation grade, but you are required to make up any work that has been missed. If you miss class, your work is still due.

- Because so much learning gets done in class, if you miss more than 25% of the class meetings, **for whatever reason**, you cannot pass the class.

**Cell phone use:** Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see your cell phone you will be considered absent for that day.

*If there is something pressing you need to deal with, inform me at the start of class, and leave the room to the deal with the matter.*

### **Program Learning Objective: II**

Students will demonstrate understanding of paramount economic, ethical, legal/policy, theory/research, social, and **technical** issues facing convergence journalism, **film and media arts**, and public relations industries, as well as the role of the principle personalities and stakeholders within the context of freedom of speech, freedom of the press, media competition, media convergence, diversity, and social responsibility.

### **Course Learning Outcomes:**

1. Students will critically understand storytelling structure across multiple forms, genres and platforms.
2. Students will demonstrate this understanding through story development, analysis, promotion, as well as technical and creative writing.

**Students with Special Needs:** I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

**UWG Email Policy:** The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email frequently for class, department, and University information. I frequently email documents, deadlines and syllabus modifications – not checking your email is no excuse for not completing work on time.

**Common language for course syllabi:** Students should please review the following information regarding ADA, UWG Email Policy, Credit Hour Policy, and UWG Honor Code.

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

\* \* \* \* \*

Week 1: INTRO: IDEAS vs STORIES

TH 8/29 Goals, policies, assignments. In-class exercise.  
SCREEN: BSIS winners  
ASSIGN **Structural Analysis #1**

Week 2: IDEAS vs ACTION + NARRATIVE STRUCTURE

TH 9/5 ASSIGN **Dialogue Ex**  
In-Class writing Exercise.  
Screening (TBA)

Week 3: SCREENPLAYS (action is re-action... less is more)

TH 9/12 DUE **Structural Analysis #1**  
ASSIGN **Presentation**  
In-Class writing Exercise.  
Screening (TBA)

Week 4: SILENCE AND ACTION

TH 9/19 DUE **Dialogue Ex** phase 1

Week 5: SCREENPLAY FORMATTING

T 9/26 DUE **Presentation phase 1** (FYI, this includes pages 1-128 of YSS)  
4x **Presentation phase 2**  
Intro to formatting

Week 6: THE PITCH

TH 10/3 DUE **Dialogue Ex** Phase 2  
4x **Presentation phase 2**

Pitch Development  
ASSIGN **Log Lines...**

Week 7:

TH 10/10 DUE **Dialogue Ex Phase 3**  
4x **Presentation phase 2**  
DUE **Log Lines...**

Week 8: TELEVISION STRUCTURE

TH 10/17 4x **Presentation phase 2**  
In-class Pitch-match  
ASSIGN **Final**  
ASSIGN **Structural Analysis #2**

**Friday, October 18 – Last Day to Withdraw without an F or WF**

Week 9: THE WRITERS ROOM

TH 10/24 DUE **Final phase 1**  
DUE **Presentation phase 3**  
In-class writer's room

Week 10:

TH 10/31 DUE **Structural Analysis #2**  
In-class writer's room (cont'd)

Week 11:

TH 11/7 DUE **Final phase 2**

Week 12:

TH 11/14

Week 13:

TH 11/21 DUE **Final phase 3** (this includes reading pages 129-243 of YSS)

**Week 14: THANKSGIVING**

Week 15:

TH 12/5 DUE **Final phase 4**  
Group Workshop of Final Scripts (with review sheets.)

Week 16: FINALS WEEK/FINAL INSTRUCTION

Date/Time TBA DUE **Final Script + Package**

[end of syllabus]

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Mass Communications Department		College of Social Sciences		Renaud, Christopher		
Department		College		Originator		
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b>				
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)						
<b>Course Details</b>						
COMM 4406		Sound Design				
Prefix Number		Course Title				
This workshop-based skills course explores the communicative uses of sound in audio-visual media, with an emphasis on early and deliberate decision-making about what listeners hear. A number of technically-driven creative skills projects are supported by an examination of the history of sound recording practices, the origins and development of the field of sound design, and critical listening and viewing exercises.						
Course Catalog Description						
2		2		3		Fall - 2014
Loc Hrs		Lab Hrs		Credit Hrs		Effective Term
					Yearly	Letter Grade
					Frequency	Grading
<b>Prerequisites</b>						
COMM 3351 or COMM 3352 or COMM 3353. Students must also have earned a "C" in COMM 1154 and ENGL 1102.						
<b>Corequisites</b>						
<b>Rationale</b>						
COMM 4406 Sound Design addresses a traditionally underserved skills area in fields of Mass Communication. The course will be relevant to all Mass Communications majors/minors irrespective of field of concentration, as well as be open to other students who meet the prerequisites. The new offering is designed as part of a three-course curriculum expansion (COMM 4405, 4406 and 4407) designed to provide intensive skills development between COMM 3363/3352 Fundamentals of Film & Video/Fundamentals of TV and COMM 4452 Advanced Film & Video Production. These new courses allow students to devote attention to a subset of the wide range of skills needed to excel in production-related fields, but also to build towards the level of proficiency expected in COMM 4452, the capstone production course for several of our concentrations. In addition, development of these three courses is concurrent with the addition of a new, separate concentration within our major to be named Film & Video Production, pending approval.						
<b>Planning Info</b>						
<input checked="" type="radio"/> Library Resources are Adequate						
<input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 20						
<b>Comments</b>						
<b>College Approvals</b>						
Camilla Gant [APPROVED 2014-02-06]						
Chair, Course Department						
Amber Smallwood [APPROVED 2014-03-11]						
Coordinator, COSS Executive Committee						
<b>Cross Listing Approvals</b>						
N/A						
Chair, Cross Listed Department						
N/A						
Associate Dean, Cross Listed College						
<b>Other Approvals</b>						
James R. Mayer [APPROVED 2014-04-10]						
Chair, Undergraduate Academic Programs Committee						
<b>Final Approval</b>						
Jon Anderson [REQUIRED]						
Final Approver						

## COMM 4405: SOUND DESIGN

Fall 2013 3 hrs. TR 12:30 – 1:50 PM

(CRN 80978)

Anthropology Mac Lab

### INSTRUCTOR: Christopher Renaud

Office Hours: M/W 12:30 -4 PM and T/Th 2 -4 PM (also by appt.) Office: HUM 143

Contact: [crenaud@westga.edu](mailto:crenaud@westga.edu) (preferred – not D2L) Phone: 678-839-4929

**PREREQUISITES:** COMM 3351, 3352 or 3353. You must also have earned a minimum of “C” in COMM 1154 and ENGL 1102 to take this course.

### REQUIRED MATERIALS

Readings and Supporting Materials will be distributed electronically via CourseDen.

\*A class-10 SD card for making recordings.

\*USB 2.0 Hard Drive to store your work

\*Headphones for use in the editing lab and with our sound recorders

At least one contemporary theatrical listening experience (movie ticket)

\* These are one-time purchases, which you may already own. You will use them over the duration of your course of study in Mass Communications. See the Mass Communications Required Materials handout.

### COURSE OVERVIEW

This intensive skills course will guide students in understanding and exploring the unique communicative and expressive potential of layered sound in the many realms of audio-visual production. Through critical listening and viewing, analysis, reading, and a number of exercises and creative projects, students will learn to harness and develop the resources of carefully considered sound recording, sound manipulation and sound mixing for a broad range of applications in audio-visual media.

A major aim of this course is to normalize the idea of early and intentional decision-making about sound, a vital but generally overlooked part of broader communicative strategies in a given medium. Students will learn to make deliberate choices at every stage of the process of constructing a sound-track, including microphone selection, recording techniques and post-production editing, layering and mixing in Adobe Audition. Along the way, we will examine the history of sound recording practice and exhibition in the field of sound design, study the work and writings of practitioners in the field and technical concepts related to the gathering and polished mixing of quality sound recordings.

### COURSE LEARNING OBJECTIVES (this course meets Mass Communications Learning Objective #3)

“Students will demonstrate *ability to relate and/or apply* concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write convergence journalism, film and media arts, and/or public relations communications for converging digital, multi-media, and traditional media.”

Students will **analyze** and **explore** strategies of communication through sound.

Students will **collect** sounds to **build** a library from which to **create** complex sonic environments and effects.

Students will **practice** advanced techniques and **apply** various technical and conceptual factors to the design of sound constructions and soundtracks for moving images.

Students will **plan** and **execute** design strategies to **construct** systems of sound that deliver information and produce intended effects for viewers.

Students will **synthesize** technical and aesthetic concepts to **produce** portfolio-quality work.



## ASSIGNMENTS

This will be an intensive workshop. You should expect and plan for a combination of reading, listening, writing or creative work every week.

Learning is doing. Much of the *doing* will happen *outside of class*. Learning software and tools require time and attention; you need to factor this into your schedule to complete assignments. Doing assignments well means applying the concepts we discuss (both technical and abstract) to your own work and process, but also empowering yourself to experiment and take risks. Success in the course finally depends upon your own drive and engagement, and an interest in discovery. We will talk about your discoveries in class.

Reading the handouts that accompany each project will answer many of your questions. Don't wait until the last minute to begin. There will be approximately 6 weeks worth of readings, but the bulk of your grade will come from creative projects.

Discussion Questions	10%
Reading/Listening Responses	15%
Exercises	30%
Exam – Terms and Concepts	10%
Final Project	30%
Final Portfolio	5%
<b>TOTAL</b>	<b>100%</b>

### **Discussion Questions – Emailed (10%)**

Due weekly with **every** assigned reading or viewing. Unless superseded by instructions in a dedicated handout, you will submit **three** written questions that the reading makes you think about. What ideas does the reading ask you to consider? These can be specific points on which you'd like clarification (points of discussion for us in class), or broader questions, still related directly to the reading.

E-mail these to me **3 hours prior to class** (by 2:30 PM) at [crenaud@westga.edu](mailto:crenaud@westga.edu). Copy yourself on the e-mail to verify they have been sent. Use **"4405 QUESTIONS"** as the subject line of your e-mail, and paste your text into the body. Following these directions is critical to receiving credit. **Please use your campus Gmail account, NOT D2L.**

### **Exam on Terminology and Concepts (10%)**

This will occur towards mid-semester and will be fill-in-the-blank and short answer.

### **Final Portfolio of Projects (5%)**

This will be an organized electronic folder with of all of your creative work for the course that you will submit with your final project on the last day of the course. You are responsible for tracking and maintaining this archive.

### **Final Project (30%)**

The final project for this class will be a short audio-visual piece, with particular emphasis on the soundtrack, to be pitched and developed around mid-semester. Applying the skills, concepts and principles that you've developed in the course, you will plan and execute this piece for your capstone work in this class. Details will be given later in a separate handout, but you should begin gathering ideas and inspiration as soon as possible.

**FINAL CLASS MEETING ("Exam" Period) – FINAL PROJECT and PORTFOLIO DUE**

Thursday, Dec. 12, 11:00 AM – 12:30 PM

We will meet for this class period, and you are required to attend as for any exam.

COMM 4405 – Fall 2013 – 2

## GRADE ALLOCATION

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

You build your grade by earning points on assignments and exams. This begins with a zero. Your grade is not a reflection of how much I like you, how good of a person you are, or your potential. Grades are evaluations of your performance on the assignments in this course.

Good performance tends to correlate with being present and being engaged. It also correlates with cultivating your own interest in the subject matter, challenging yourself and working hard. Poor performance tends to correlate with giving yourself permission to miss class, tune out or be distracted. I will endeavor to make this one of the most interesting classes you take, but the reality is it's a shared effort, one in which you have direct agency. Bring your "A" game.

## ATTENDANCE AND PARTICIPATION

Regular attendance is crucial in this workshop, but it's only one element of participation. Presence (applied focus) determines your success. You will find that being aware and fully *present*, in the moment, is really the key to your success as a student, and will hold true in your professional life also.

Be vocal and be curious. This workshop depends upon your active conversation, active listening and analysis. Frankly, it's a more lively and interesting place to be when you do. Please don't hesitate to float an idea you are unsure about, or to ask questions when you don't understand something. Ask follow up questions. You're often not alone in looking for the answer, and the discussion will benefit the entire class.

In this course, engagement also means actively managing the part of your life entwined with your mobile device. Knowing the appropriate time to check or use your device should also be seen as a professional skill, and we will hold to a professional standard. The expectation is that during class you will keep your device put away. Using your device while the class is focused on its work will negate your participation for the day; you may be asked to leave.

Life happens. I understand this. However, you can't participate if you are not here. **You will be granted one absence without penalty, but you are still expected to meet deadlines for your work.** After that, I won't adjudicate excused or unexcused absences; **you will simply lose 3% of your course grade for each absence, without a cap, as applied to your course grade.**

## MY ROLE

I am fundamentally committed to helping you understand concepts, principles, software and techniques. My method will be 1) to assign exercises and projects that will teach you both technical skills and their application, 2) to provide interesting examples and context, and 3) to facilitate lively in-class discussions.

I expect this to be an engaging and productive semester and I'm looking forward to working with you.

<p><b>The last day to Drop/Add this class with a refund is Sept. 2 at midnight. This may impact your ability to receive financial aid. After Sept. 2 you may only withdraw, with a "W" for the course.</b></p>
--

## UNIVERSITY AND OTHER COURSE POLICIES

Policies applying to all courses at UWG can be found at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

### **Americans With Disabilities Statement**

If you are a student who is disabled as defined under the Americans With Disabilities Act and requires assistance or support services, first please seek assistance through the Center for Disability Services. **A CDS Counselor will coordinate those services, and provide you with the necessary documentation to give to me.** Students who need accommodations for learning or who have particular needs **should then share these concerns or requests with me early in the term (no later than week 3 of the course).** See the above link.

### **Late work**

**I do not accept late work.** Assignments turned in *after* deadline will receive no credit (0). If you anticipate having to miss a deadline, please turn the assignment in to me *before* it is due. **Deadlines are not negotiable in this course.**

### **Classroom Etiquette**

Exercising personal freedom is an appealing part of adult life. In order to create an atmosphere where individual expression and social interchange are respected, please observe the following guidelines: (1) address each other with respect; (2) contribute to discussions often, without dominating them; (3) stay focused on the topic being discussed. Side-chatter is distracting for everyone, especially myself, and is wasted energy; focus that energy into the discussion. Disruptive behavior in the classroom is not acceptable.

### **Mobile Devices**

You have a direct impact on the classroom culture. Activity on your phone, laptop or other device that does not involve note-taking is both visible and disruptive to your neighbors and to myself. In this environment it is regarded as a decision not to participate. **No social-networking or texting in class.** Breaking with this policy will result in you being asked to leave the class for the day, with an attendant impact on your participation grade. If you have an issue that requires attention to your device, please notify me before class.

### **Academic Dishonesty**

Academic dishonesty will NOT be tolerated in this or any other UWG course. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See the link above.

### **Equal Opportunity Statement**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by The University of West Georgia.

### **Affirmative Action Statement**

The University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

### **Contacting You**

You are expected to have access to your westga.edu account for all communication regarding the course. While you may find my contact information or other students through D2L-CourseDen, **I will reply to your regular westga account, not D2L.**

### **Contacting Me**

If you have questions, don't hesitate to ask them in class. It's best to get clarification in there, where everyone can benefit. With a class of this size, it's best if you ask your peers before e-mailing questions about assignments. **If you need to contact me, do not use D2L. E-mail me from your westga account at [crenaud@westga.edu](mailto:crenaud@westga.edu).**

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Mass Communications Department <small>Department</small>	College of Social Sciences <small>College</small>	Renaud, Christopher <small>Originator</small>				
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments             Senate Action Item <span style="float: right;">(See Procedure)</span>				
<b>Course Details</b>						
COMM	4406	Digital Cinematography & Image Design				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>This workshop-based skills course explores the communicative potential of the moving image. Students will analyze and practice deliberate strategies of image-making to produce intended effects for viewers. Through critical viewing and analysis, reading, skills exercises and a number of technically-driven creative projects, students will develop the expressive resources of the moving image for a broad use in audio-visual media.</p>						
<small>Course Catalog Description</small>						
2	2	3	Fall - 2014	Yearly	Letter Grade	
<small>Loc Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>				<b>Corequisites</b>		
<small>COMM 3352 or COMM 3353. Students must also have earned a "C" in COMM 1154 and ENGL 1102.</small>						
<b>Rationale</b>						
<p>COMM 4406 Digital Cinematography &amp; Image Design addresses a critical skills area at a level not possible in introductory courses, but which is expected from professional image-makers in an applicable field. The course will be relevant to all Mass Communications majors/minors irrespective of field of concentration, as well as be open to other students who meet the prerequisites. The new offering is designed as part of a three-course curriculum expansion (COMM 4405, 4406 and 4407) designed to provide intensive skills development between COMM 3353/3352 Fundamentals of Film &amp; Video/Fundamentals of TV and COMM 4452 Advanced Film &amp; Video Production. These new courses allow students to devote focused attention to a subset of the wide range of skills needed to excel in production-related fields, but also to build towards the level of proficiency expected in COMM 4452, the capstone production course for several of our concentrations. In addition, development of these three courses is concurrent with the addition of a new, separate concentration within our major to be named Film &amp; Video Production, pending approval.</p>						
<b>Planning info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? <b>NO</b> <span style="float: right;">(See Policy)</span>  Present or Projected Annual Enrollment: 20						
<b>College Approvals</b>				<b>Cross Listing Approvals</b>		
<u>Camilla Gant [APPROVED 2014-02-06]</u> <small>Chair, Course Department</small>				<u>N/A</u> <small>Chair, Cross Listed Department</small>		
<u>Amber Smallwood [APPROVED 2014-03-11]</u> <small>Coordinator, COSS Executive Committee</small>				<u>N/A</u> <small>Associate Dean, Cross Listed College</small>		
<b>Other Approvals</b>				<b>Final Approval</b>		
<u>James R. Mayer [APPROVED 2014-04-10]</u> <small>Chair, Undergraduate Academic Programs Committee</small>				<u>Jon Anderson [REQUIRED]</u> <small>Final Approver</small>		

## COMM 4406: DIGITAL CINEMATOGRAPHY & IMAGE DESIGN

(CRN 10944)

Spring 2014 3 hrs. W 5:30 – 8:00 PM

Anthropology Mac Lab & Studio

### INSTRUCTOR: Christopher Renaud

Office Hours: M/W 12:30 -4 PM and T/Th 2 -4 PM (also by appt.)

Office: HUM 143

Contact: [crenaud@westga.edu](mailto:crenaud@westga.edu) (preferred – not D2L)

Phone: 678-839-4929

**PREREQUISITES:** COMM 3352 or 3353. You must also have earned a minimum of “C” in COMM 1154 and ENGL 1102 to take this course.

### REQUIRED MATERIALS

Brown, Blain – Cinematography: Theory and Practice, 2<sup>nd</sup> Edition. Oxford: Focal/Elsevier Press.

ISBN 978-0-240-81209-0

Supporting Materials will be distributed electronically via CourseDen.

One movie ticket, TBA

\*Headphones for use in the editing lab

\*A class-10 SD card for making recordings, 16 GB

\*Portable USB 2.0 Hard Drive to store your work, at least 500 GB

\* These are one-time purchases, which you may already own. You will use them over the duration of your course of study in Mass Communications. See the Mass Communications Required Materials handout.

### COURSE OVERVIEW

In this intensive skills workshop, students will explore the communicative and expressive potential of the moving image. Through a work process involving conceptualization and deliberation to execution and craft, students will consider how fully deliberate strategies of framing, composition, lighting, mise-en-scene and camera movement are deployed within a system of images designed to deliver narrative information, generate mood and produce intended experiences and meanings for film viewers. Via critical viewing and analysis, reading, practical exercises and a number of creative projects, students will harness and develop the communicative resources of the moving image for a broad use in audio-visual media.

### COURSE LEARNING OBJECTIVES

(this course meets Mass Communications Learning Objective #3)

“Students will demonstrate *ability to relate and/or apply* concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write convergence journalism, film and media arts, and/or public relations communications for converging digital, multi-media, and traditional media.”

Students will **analyze** and **design** strategies of moving image communication.

Students will **examine** advanced technical and conceptual parameters related to moving image construction.

Students will **practice** advanced techniques and **apply** various technical and conceptual factors to the design of moving images.

Students will **plan** and **execute** design strategies to **construct** systems of moving images that deliver information and produce intended effects for viewers.

Students will **synthesize** technical and aesthetic concepts to **produce** portfolio-quality work.

COMM 4406 – Spring 2014 – 1

## ASSIGNMENTS

This will be an intensive workshop. You should expect and plan for a combination of reading, listening, writing or creative work every week.

Learning is doing. Much of the *doing* will happen *outside of class*. Learning software and tools require time and attention; you need to factor this into your schedule to complete assignments. Doing assignments well means applying the concepts we discuss (both technical and abstract) to your own work and process, but also empowering yourself to experiment and take risks. Success in the course finally depends upon your own drive and engagement, and an interest in discovery. We will talk about your discoveries in class.

Reading the handouts that accompany each project will answer many of your questions. Don't wait until the last minute to begin. There will be approximately 6 weeks worth of readings, but the bulk of your grade will come from creative projects.

Discussion Questions	10%
Reading/Listening Responses	15%
Exercises	30%
Exam – Terms and Concepts	10%
Final Project	30%
Final Portfolio	5%
TOTAL	100%

### **Discussion Questions – Emailed (10%)**

Due weekly with **every** assigned reading or viewing. Unless superseded by instructions in a dedicated handout, you will submit **three** written questions that the reading makes you think about. What ideas does the reading ask you to consider? These can be specific points on which you'd like clarification (points of discussion for us in class), or broader questions, still related directly to the reading.

E-mail these to me **3 hours prior to class** (by 2:30 PM) at [crenaud@westga.edu](mailto:crenaud@westga.edu). Copy yourself on the e-mail to verify they have been sent. Use **"4405 QUESTIONS"** as the subject line of your e-mail, and paste your text into the body. Following these directions is critical to receiving credit. **Please use your campus Gmail account**, NOT D2L.

### **Exam on Terminology and Concepts (10%)**

This will occur towards mid-semester and will be fill-in-the-blank and short answer.

### **Final Portfolio of Projects (5%)**

This will be an organized electronic folder with of all of your creative work for the course that you will submit with your final project on the last day of the course. You are responsible for tracking and maintaining this archive.

### **Final Project (30%)**

The final project for this class will be a short audio-visual piece, with particular emphasis on the soundtrack, to be pitched and developed around mid-semester. Applying the skills, concepts and principles that you've developed in the course, you will plan and execute this piece for your capstone work in this class. Details will be given later in a separate handout, but you should begin gathering ideas and inspiration as soon as possible.

**FINAL CLASS MEETING ("Exam" Period) – FINAL PROJECT and PORTFOLIO DUE**

Thursday, Dec. 12, 11:00 AM – 12:30 PM

COMM 4406 – Spring 2014 – 2

We will meet for this class period, and you are required to attend as for any exam.

#### **GRADE ALLOCATION**

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

You build your grade by earning points on assignments and exams. This begins with a zero. Your grade is not a reflection of how much I like you, how good of a person you are, or your potential. Grades are evaluations of your performance on the assignments in this course.

Good performance tends to correlate with being present and being engaged. It also correlates with cultivating your own interest in the subject matter, challenging yourself and working hard. Poor performance tends to correlate with giving yourself permission to miss class, tune out or be distracted. I will endeavor to make this one of the most interesting classes you take, but the reality is it's a shared effort, one in which you have direct agency. Bring your "A" game.

#### **ATTENDANCE AND PARTICIPATION**

Regular attendance is crucial in this workshop, but it's only one element of participation. Presence (applied focus) determines your success. You will find that being aware and fully *present*, in the moment, is really the key to your success as a student, and will hold true in your professional life also.

Be vocal and be curious. This workshop depends upon your active conversation, active listening and analysis. Frankly, it's a more lively and interesting place to be when you do. Please don't hesitate to float an idea you are unsure about, or to ask questions when you don't understand something. Ask follow up questions. You're often not alone in looking for the answer, and the discussion will benefit the entire class.

In this course, engagement also means actively managing the part of your life entwined with your mobile device. Knowing the appropriate time to check or use your device should also be seen as a professional skill, and we will hold to a professional standard. The expectation is that during class you will keep your device put away. Using your device while the class is focused on its work will negate your participation for the day; you may be asked to leave.

Life happens. I understand this. However, you can't participate if you are not here. **You will be granted one absence without penalty, but you are still expected to meet deadlines for your work.** After that, I won't adjudicate excused or unexcused absences; **you will simply lose 3% of your course grade for each absence, without a cap, as applied to your course grade.**

#### **MY ROLE**

I am fundamentally committed to helping you understand concepts, principles, software and techniques. My method will be 1) to assign exercises and projects that will teach you both technical skills and their application, 2) to provide interesting examples and context, and 3) to facilitate lively in-class discussions.

I expect this to be an engaging and productive semester and I'm looking forward to working with you.

**The last day to Drop/Add this class with a refund is Sept. 2 at midnight. This may impact your ability to receive financial aid. After Sept. 2 you may only withdraw, with a "W" for the course.**

COMM 4406 – Spring 2014 – 3

## **UNIVERSITY AND OTHER COURSE POLICIES**

Policies applying to all courses at UWG can be found at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

### **Americans With Disabilities Statement**

If you are a student who is disabled as defined under the Americans With Disabilities Act and requires assistance or support services, first please seek assistance through the Center for Disability Services. **A CDS Counselor will coordinate those services, and provide you with the necessary documentation to give to me.** Students who need accommodations for learning or who have particular needs **should then share these concerns or requests with me early in the term (no later than week 3 of the course).** See the above link.

### **Late work**

**I do not accept late work.** Assignments turned in *after* deadline will receive no credit (0). If you anticipate having to miss a deadline, please turn the assignment in to me *before* it is due. **Deadlines are not negotiable in this course.**

### **Classroom Etiquette**

Exercising personal freedom is an appealing part of adult life. In order to create an atmosphere where individual expression and social interchange are respected, please observe the following guidelines: (1) address each other with respect; (2) contribute to discussions often, without dominating them; (3) stay focused on the topic being discussed. Side-chatter is distracting for everyone, especially myself, and is wasted energy; focus that energy into the discussion. Disruptive behavior in the classroom is not acceptable.

### **Mobile Devices**

You have a direct impact on the classroom culture. Activity on your phone, laptop or other device that does not involve note-taking is both visible and disruptive to your neighbors and to myself. In this environment it is regarded as a decision not to participate. **No social-networking or texting in class.** Breaking with this policy will result in you being asked to leave the class for the day, with attendant impact on your participation grade. If you have an issue that requires attention to your device, please notify me before class.

### **Academic Dishonesty**

Academic dishonesty will NOT be tolerated in this or any other UWG course. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See the link above.

### **Equal Opportunity Statement**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by The University of West Georgia.

### **Affirmative Action Statement**

The University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

### **Contacting You**

You are expected to have access to your westga.edu account for all communication regarding the course. While you may find my contact information or other students through D2L-CourseDen, **I will reply to your regular westga account, not D2L.**

### **Contacting Me**

COMM 4406 – Spring 2014 – 4



If you have questions, don't hesitate to ask them in class. It's best to get clarification in there, where everyone can benefit. With a class of this size, it's best if you ask your peers before e-mailing questions about assignments. **If you need to contact me, do not use D2L. E-mail me from your westga account at [crenaud@westga.edu](mailto:crenaud@westga.edu).**

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Mass Communications Department <small>Department</small>		College of Social Sciences <small>College</small>		Kay, Deon <small>Originator</small>		
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
COMM	4407	Film & Video Post-Production				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Students will work with the various aspects of film and video editing, synthesizing technology, creative storytelling, visual effects, motion graphics and sound editing, along with digital distribution formats and strategies.						
<small>Course Catalog Description</small>						
2	2	3	Fall - 2014	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C and ( COMM 3352 or COMM 3353 )						
<b>Rationale</b>						
This class was offered as a special topics in Spring 2014 and Spring 2014. As we expand our film and video production offerings, this course provides an intermediate level investigation into post-production techniques and strategies. Students will expand on the knowledge acquired in the Fundamentals class, and focus on this particular mode within the broader field of film and video production. This class is a required option within the film and Video Production Sequence						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 20						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
Camilla Gant [APPROVED 2014-02-06] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department			
Amber Smallwood [APPROVED 2014-03-11] <hr/> Coordinator, COSS Executive Committee			N/A <hr/> Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
James R. Mayer [APPROVED 2014-04-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Final Approver			

# COMM 4485: **ADVANCED FILM AND VIDEO EDITING**

aka FILM AND VIDEO POST-PRODUCTION

**TUES, THURS, 12:30 PM–1:50 PM: MAC LAB – ANTHROPOLOGY BASEMENT**

*Instructor: Deon Kay*

*email: [dkay@westga.edu](mailto:dkay@westga.edu)*

**Office:** HU 148, 678-839-4942

**Office Hours:** Tues/Thurs 2:00-5:00 in Anth G14 (equipment checkout)  
Mon, Wed 9:00-10:00 and Fri 10:00-12:00 **virtual or by appointment**

**Course Overview:** Students will work with the various aspects of film and video editing, synthesizing technology, creative storytelling, visual effects, motion graphics and sound editing, along with digital distribution formats and strategies.

**Course Reading:** *The Technique of Film and Video Editing* by Ken Dancyger.

**Other \$\$ Requirements:** You will need a drive to store and edit your work on. This will ultimately give you the most flexibility and will give you a place to store materials for your portfolio. **WORK LEFT ON LAB COMPUTERS IS NOT SAFE. YOU MUST BACK UP EVERYTHING.** As a student in production classes this is a basic expectation and is an investment in your portfolio and your future.

**Treat this drive carefully.** Be sure to eject the drive from the desktop before disconnecting. Store it in a padded case or it's original box. **UNPLUG ALL THE CORDS FOR STORAGE AND TRANSPORT.** IF you go the cheaper, thumb-drive route, your work-flow is going to be more complicated, and will require extra steps. **It is doable, but more diligence is required** because you cannot off a jump drive – it is for storage purposes only.



Portable storage for backing up your work - 32 GB+ thumb drive or portable hard drive (\$20 - \$100)

Sooner or later all hard drives will fail. You should back-up important work to another hard drive or personal computer.

**BE CAUTIOUS!**

**MISSING FILES/BROKEN DRIVES ARE NEVER AN EXCUSE FOR NOT TURNING IN WORK.**

**You cannot edit if you cannot hear. We will spend a lot of class time working on editing so make sure you have a set of headphones. Like a hard-drive, a decent set of headphones is a worthwhile investment in your production career, but to start with, any headphones will do.**

**Attendance:** I take attendance every class and it is highly recommended that you are present. We do a lot of in-class exercises that are graded and these cannot be made up.

Additionally, many technical elements we work on build on from each other and I am not prepared to allow students who do not show up for class to hold back students who do. If you miss class it will be very easy to get lost.

Because so much learning gets done in class, if you miss 25% of the class meetings (7 classes) **for whatever reason**, you cannot pass the class.

**Cell phone use:** Cell phones have NO PLACE in the classroom whatsoever. Turn them off before you walk into the room. If I see your cell phone you will be considered absent for the day.

<b>Assignments:</b>	<b>% of final grade</b>
Mash-up _____	15%
<i>The Holdup</i> _____	10%
Assignment 3 _____	15%
After Effects #1 _____	10%
After Effects #2 _____	10%
Final Project _____	15%
<b><i>In class exercises/ Quizzes / Participation*</i></b>	<b>25%</b>

\*participation does NOT mean showing up for class. It means engaging actively with the work we look at, with in-class assignments, with workshops and with your peers. **If you are not in class, you are not participating**. There are also several graded in-class assignments that cannot be made up if missed.

**Late Assignments:** I reserve the right to not accept assignments turned in late. If a late assignment is deemed acceptable, it will be penalized **severely**.

**Readings:** Reading the textbook is not optional. *Reading the sections I do not assign is highly encouraged though*. On the day that reading is due you need to arrive with three **discussion questions** for class, typed and printed. These questions must be discursive – not factual.

Discursive question: In what ways can stringing together multiple close ups helps contort the audience's view of time and space?

Factual question: Name a filmmaker in the chapter and talk about how they use pace.

**You also need write a short paragraph in which you attempt to answer these questions.** Be sure to include your name and the chapter(s) on the paper. These questions can only be turned in by you, in-person (no emails, no mules). We will draw on these questions for in-class discussion. There will also be a few short quizzes on the reading, at my discretion. All of this work filters into the *In-Class/Participation* portion of your grade (25%).

**Program Learning Objective: III**

Students will demonstrate *ability to relate and/or apply concepts*, theory and research, and **professional principles to create, develop, produce**, and/or write convergence journalism, **film and media arts**, and public relations communications for converging, **traditional, multi, and digital media**.

**Course Learning Outcomes:**

1. Students will experiment with various Postproduction strategies and software.
2. Students will employ editing and graphic strategies in multiple forms of moving image production and visual storytelling.
3. Students will apply image-processing technology within the framework of various Digital Distribution platforms.
4. Students will compose creative and intellectual works that integrate Postproduction techniques with strategies for information dissemination.

**Students with Special Needs:** I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

**UWG Email Policy:** The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email frequently for class, department, and University information. **I frequently email documents, deadlines and syllabus modifications – not checking your email is no excuse for not completing work on time.**

**Common language for course syllabi:** Students should please review the following information regarding **ADA, UWG Email Policy, Credit Hour Policy, and UWG Honor Code.**

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

\* \* \* \*

**Week 1:**

T 1/7 Introductions, expectations, formats, codecs, resolutions, file structure.

TH 1/9 Technology & Time  
Assign **Mash-up**  
Review formats, codecs, resolutions

**Week 2:**

T 1/14 READ **Chapter 1** (pg 3-32) *The Silent Period*  
In-class demo

TH 1/16 **Mash-up** phase 1

**Week 3:**

T 1/21 READ **Chapter 11** (pg 165-177) *The MTV Influence on Editing*  
READ **Chapter 13** (pg193-202) *Changes in Pace*

TH 1/23 **Mash-up** phase 2

**Week 4:**

T 1/28 Time, Technology and Storytelling  
DUE **Mash-up**  
~~ASSIGN~~ ***The Hold-Up***

TH 1/30 GENRE  
~~ASSIGN~~ **Assignment 3**  
READ **Section 4** (pg 371-413) Principles of Editing

**Week 5:**

T 2/4 ASSIGN ***The Hold-Up***  
In-Class Demo

TH 2/6 Edit ***The Hold Up***  
Peer Review ***The Hold-Up***

**Week 6:**

T 2/11 READ **Chapter 14** (pg 203-213) *The Appropriation of Style I*  
READ **Chapter 15** (pg 213-233) *The Appropriation of Style II*  
ASSIGN **Assignment 3**

TH 2/13 Peer Review ***The Hold-Up***  
Due ***The Hold-Up***  
In-Class editing test.

**Week 7:**

T 2/18 DUE **Assignment 3** – phase 1  
Intro to After Effects  
Due ***The Hold-Up***  
READ **Chapter 16** (pg 233-243) *The Appropriation of Style III*

TH 2/20 ~~After Effects continued~~  
~~ASSIGN~~ **After Effects #1**

**DUE Assignment #3**

**Week 8:**

T 2/25

**DUE Assignment 3 phase 2**

Intro to After Effects

**Wed Feb 26 – Last Day to Withdraw without an F or WF**

TH 2/27

After Effects continued  
**ASSIGN After Effects #1**  
READ **Section 2** (pg 243-286) *Goals of Editing*  
**ASSIGN Final Project**

**Week 9:**

T 3/4

**ASSIGN Final Project**  
~~DUE After Effects #1~~  
~~ASSIGN After Effects #2~~

**W 3/5 MEDIA DAY**

TH 3/6

**ASSIGN After Effects #1**  
After Effects Session

**TH MAR 6 – Last Day to Withdraw without an F or WF**

**Week 10:**

T 3/11

After Effects Session / In-class assignment

TH 3/13

**DUE After Effects #1**  
**DUE POA for Final Project**  
After Effects Session / In-class assignment

**Week 11: SPRING BREAK – NO CLASS**

**Week 12:**

T 3/25

**ASSIGN After Effects #2**  
After Effects Session

TH 3/27

After Effects Session

**Week 13:**

T 4/1      **DUE After Effects #2**  
After Effects Session / In-class assignment

TsH 4/3      After Effects Session / In-class assignment

**Week 14:**

T 4/8      After Effects Test

TH 4/10      Peer Review FINAL PROJECTS

**Week 15: 1 on 1 rough cut review**

T 4/15      In-Class Work Day ~~FINAL PROJECTS~~

TH 4/17      In-Class Work Day ~~FINAL PROJECTS~~

**Week 16:**

TH 4/24      11:00 am – 1:30 pm

**ALL FINAL PROJECTS DUE** - critique



Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Psychology Department <small>Department</small>	College of Social Sciences <small>College</small>	Osbeck, Lisa <small>Originator</small>			
<b>Action</b> <b>Modifications</b>					
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
PSYC	4700	Ecopsychology			
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>			
This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined themes of eco and psyche. The course will deepen understanding of major currents that constitute ecopsychology, facilitate comprehension of their impact on the conceptual foundations of the discipline of psychology, and consider applications of ecopsychology as professional practice.					
<small>Course Catalog Description</small>					
4		4	Fall - 2014	Yearly	Letter Grade
<small>Loc Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
<b>Rationale</b>					
There are three important reasons for this course: First, ecopsychology is an emerging and fast-growing sub-discipline in psychology, as evidenced by new journals, conferences, books and university programs. Second, the intersection of ecopsychology with UWG's humanistic approach to psychology in particular offers significant opportunities for cross-fertilizing both. Third, it is a topic of tremendous interest to students, especially in light of the serious contemporary ecological crises.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>					
Present or Projected Annual Enrollment: 36					
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
Donadrian Rice   [APPROVED 2014-03-03] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department		
Amber Smallwood   [APPROVED 2014-04-02] <hr/> Coordinator, COSS Executive Committee			N/A <hr/> Associate Dean, Cross Listed College		
<b>Other Approvals</b>			<b>Final Approval</b>		
James R. Mayer   [APPROVED 2014-04-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson   [REQUIRED] <hr/> Final Approver		

**Psychology 4700**  
**ECOPSYCHOLOGY**  
**SYLLABUS**

**General Information**

Instructor: Dr. Chris Aanstoos  
Office: 208 Melson Hall

Telephone: 678-839-0618  
Email: aanstoos@westga.edu

**Course Description**

This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined *logos* of *eco* and *psyche*. These themes dance together in timely and important ways, from very practical and applied levels to very philosophical and visionary ones.

**Course Objectives**

The objectives of the course are: 1) to deepen an awareness and understanding of major currents that constitute the ecopsychology; 2) to become more able to utilize those understandings to comprehend their impact on the conceptual foundations of the discipline of psychology; 3) to become familiar with the major applications of ecopsychology as professional practice.

**Required Texts**

In order to best capture the breadth of this emerging field, the texts for this course will include a wide variety of readings. The required books for the course are:

Michael Cohen. *The Web of Life Imperative*

Andy Fisher. *Radical Ecopsychology*

Ezarim Kohak. *The Embers and the Stars*

Elizabeth Roberts. *Humanistic Psychology and Ecopsychology*

Theodore Roszak, Mary Gomes & Allen Kanner. *Ecopsychology*.

The many other required readings are provided on the CourseDen website for this course. See the *Reference List* page for the specific reference information of these readings.

**Evaluation**

The following five metrics will be used to determine the student's grade for the course. Each will contribute an equal share (i.e., 20%) to that computation. No additional sources of extra credit are available.

- synopses of small group discussions
- a "Conversations with Nature" journal
- take home essay assignments
- a midterm examination
- a final examination

For more details of these items, see the descriptions on the *Assignments* pages.

# Addendum III

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
<b>Learning and Teaching</b>		<b>College of Education</b>		<b>Bucholz, Jessica</b>	
Department		College		Originator	
<b>Action</b>					
<input type="radio"/> Add <input checked="" type="radio"/> <b>Modify</b> <input type="radio"/> Delete		<b>Modifications</b> <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
<b>SPED</b>	<b>7782</b>	<b>Directed Research Readings in Special Education</b>			
Prefix	Number	Course Title			
In-depth readings of research articles related to special education practices.					
Course Catalog Description					
<b>4</b>		<b>4</b>	<b>Summer - 2014</b>	<b>Every Term</b>	<b>Letter Grade</b>
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
<b>Prerequisites</b>			<b>Corequisites</b>		
<b>Rationale</b>					
The title and description of the course have been changed to reflect the focus on reading of research-based articles as they relate specifically to special education. The course objectives have been modified and new objectives added to reflect the change to a focus on reading articles that focus on single subject research and the impact that this type of methodology can have on special education practices. We are requesting that the number of credits be increased from 3 to 4 to reflect the amount of work and the content that will be covered in this course.					
<b>Planning info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? <b>NO</b> <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: <b>60</b>					
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
<b>Donna Harkins</b> [APPROVED 2014-01-17] _____ Chair, Course Department  <b>Rebecca Stanard</b> [APPROVED 2014-03-03] _____ Associate Dean, College of Education			<b>N/A</b> _____ Chair, Cross Listed Department  <b>N/A</b> _____ Associate Dean, Cross Listed College		
<b>Other Approvals</b>			<b>Final Approval</b>		
<b>Elizabeth Kramer</b> [APPROVED 2014-04-10] _____ Chair, Graduate Programs Committee			<b>Jon Anderson</b> [REQUIRED] _____ Final Approver		

**Summary of proposed revisions:**

**The title and description of the course have been changed to reflect the focus on reading of research-based articles as they relate specifically to special education. The course objectives have been modified and new objectives added to reflect the change to a focus on reading articles that focus on single subject research and the impact that this type of methodology can have on special education practices. We are requesting that the number of credits be increased from 3 to 4 to reflect the amount of work and the content that will be covered in this course.**

**SPED 7782: Directed Research Readings in Special Education**

**Semester/Year**

**Time/Location**            On-Line

**Instructor**

**Office Location**

**Office Hours**

**Online Hours**            By appointment

**Telephone**

Direct Line: 678-839-  
Department Line: 678-839-  
Fax: 678-839-6162

**Email**

**Online Support**

CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://www.westga.edu/library/>

University Bookstore  
<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

**In-depth readings of research articles related to special education practices.**

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards include the national standards from the Council for Exceptional Children (CEC) - Advanced Preparation Standards.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

This class will draw upon lectures, independent readings, interactive technology, small group discussion, and case studies.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<b>Activity</b>	<b>Instructional Equivalent</b>
Discussion posts	450 minutes
Audio/video instruction	500 minutes
Quizzes	400 minutes
Module Activities	900 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. identify a broad topic for initial exploration and study;  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999)  
[CEC standards: 3, 4];
2. identify sources of information relating to the topic;  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
3. selected and secure relevant readings relating to the broad project;  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
4. narrow the broad area into a researchable and reportable topic;  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
5. review, summarize, critique the appropriate readings and literature directly relating to the narrowed topic  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
6. Identify basic elements and strategies of single subject research, including designs and analysis techniques  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999)  
[CEC standards: 3, 4];
7. Identify an appropriate single subject research design based on their research question and goals;  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999)  
[CEC standards: 3, 4];
8. Demonstrate knowledge of the pros and cons of different single subject research designs  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999)  
[CEC standards: 3, 4];  
Write a observable and measureable research questions [CEC standards: 3];
9. Demonstrate understanding of the IRB process and the importance of IRB approval and CITI training as it relates to ethical research practices  
(Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999)  
[CEC standards: 3]

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** None      Each unit will have a variety of **required reading**  
**Resource:** Tk20 Subscription      **Required Instructional**

These are available at the University Bookstore or at  
<http://westga.tk20.com/campustoolshighered/start.do>.  
 If you have purchased a subscription previously, DO NOT re-subscribe.  
 For more information about this resource, see  
[http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).  
 For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

Instructional Resources: Supplemental handouts, sites, etc. posted on CourseDen.

### APA 6<sup>th</sup> Edition Resources

Web-based resources: <http://www.apastyle.org/> or  
<http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>  
<http://owl.english.purdue.edu/owl/resource/560/01/> or  
<http://www.wisc.edu/writing/Handbook/DocAPA.html> or  
[http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796) or  
<http://www.docstyles.com/apacrib.htm>

### Course References:

- Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.
- Kennedy, C. H. (2009). *Single-case designs for educational research*. Boston, MA: Pearson.
- Richards, S. B., Taylor, R. L., Ramasamy, R., & Richards, R. Y. (1999). *Single subject research: Applications in educational and clinical settings*. Belmont, CA: Wadsworth Group.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

1. Article Critiques – Select articles from professional journals that involve single subject research designs. Your critique should follow APA style. See CourseDen for specific guidelines and directions. (Course Objectives 1 - 9)
2. Discussion Boards – (6 @ 2 points each) Review the information within each of the topics, then contributes to the discussion on each specific topic. See CourseDen for specific guidelines and directions. (Course Objectives 1-9)
3. Online Assignments – Online assignments include a Research Proposal, Online Activities, and Quizzes. See CourseDen for specific guidelines and directions. (Course Objectives 1 - 9)

### **Evaluation Procedures**



The course instructor will evaluate assignments as follows:

Assignment	Points	Due Date(s)
Article Critiques	18 points total	See CourseDen
Discussion Boards	6 @ 2 points each	See CourseDen
Online Assignments	70 points total	See CourseDen
<b>Total=100 points</b>		

- **You will earn 0 points if you complete a discussion or a quiz after the due date. Other assignments will be accepted late. However, there will be a penalty for submitting late assignments of 10% of the possible points.** For example, you have a research proposal project to complete that is worth 25 points. If that is submitted after the due date 2.5 points will automatically be deducted from your final grade. **Please make a note - while you are able to submit assignments after the due date, if you wait until the last minute and I do not have time to grade the assignments that have been submitted late you will earn 0 points.** Please try to be responsible and stay on top of the requirements. If you have a specific complication please communicate with me directly so I can try to help you be successful.
- Student work will be returned as promptly as possible
- Submission of work taken directly from another source (e.g. lesson plan copied from a book, the internet, or material developed by another student, or any other person) will be considered plagiarism and grounds for no credit on the assignment, and possibly result in a failing grade in the course regardless of how many other points have been earned. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations to help them complete assignments. *See APA Guides for correct methods for citing other authors' work.*
- It is not appropriate or acceptable to submit for credit an assignment, project, or paper that was submitted for credit in another class.
- Keep an electronic copy of all assignments.

### Grading Policy:

92-100% of points = A	92 – 100 total points
80%-91% of points = B	80 – 91 total points
70%- 79% of points = C	70 – 79 total points
Below 70% of points = F	less than 70 total points

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*. **Academic dishonesty may result in earning zero points on the assignment and possibly an F in the course.**
2. **Extra Credit:** Opportunities for extra credit will not be provided for this class.

3. **Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact [Disability Services](#) at the University of West Georgia. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space, that may pertain to your program of study.
4. **Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the **official** means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. In general, CourseDen should be used for correspondence concerning this class.
5. **Use of Resources:**
  - a. Please check [Clinical and Professional Studies](#) website periodically for updated information that may pertain to your program.
  - b. Students are responsible for accessing information related to programs, UWG policies, etc., through resources such as *The Scoop* (a publication available online through the Registrar's Office), the *Connections and Student Handbook*, and the *Graduate Catalog*.
  - c. ***It is your responsibility to learn and use the designated tools in CourseDen that will be required for this course*** (e.g., Assignment Dropbox, Assessments, Discussion Boards, Calendar, Mail, Announcements, My Grades). There is access to tutorials and Distance Learning contact information on the Course Den login page. If you need technical assistance, please contact Distance Learning, not your course instructor. They usually can help you get your computer set up to work with the Course Den tools.
  - d. Be aware the regular CourseDen maintenance schedule. The University System of Georgia shuts down access to CourseDen for individual universities on Friday evenings on a regular [schedule](#).
6. Work done outside of class must be correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). The 6<sup>th</sup> edition of the Style Manual of the American Psychological Association will be considered the authoritative source related to mechanics. Points will be subtracted for inadequate work. Assignments prepared outside of class should be word-processed unless otherwise indicated.
7. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
8. When resubmitting, include the original submission (in a form such that the original can still be read) with the feedback and any grading information (e.g., IEP feedback form). It is strongly suggested that students maintain a copy of materials.
9. Other UWG policies:
  - a. **Equal Opportunity Statement:** No person shall, on the grounds of race, color, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

- b. Affirmative Action Statement: University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

**NOTE: This course emphasizes reading & writing.**

**Quizzes are in Red**

**Discussions are in Blue Activities are in Green Article critiques are in Orange**

### COURSE OUTLINE

Week of	Unit & Course Topics	Assignments Due
1. 6/3	Introduction to Course Materials Important Concepts – Single Subject Research	Quiz on Horner et al., article (must be completed by 6/10 at noon) Let me Introduce....Discussion Before, During, and After Discussion
2. 6/10	Plagiarism Professional Writing	Plagiarism Quiz (must be completed by 6/17 at noon) Plagiarism Lesson Activity (due 6/17 at noon) Owl Writing Activities (due 6/17 at noon)
3. 6/17	ABAB Designs	Article Critique 1 (due 6/24 at noon) ABAB replication Discussion
4. 6/24	Multiple Baseline Designs	Article Critique 2 (due 7/1 at noon) Multiple Baseline Replication Discussion
5. 7/1	Alternating Treatment Designs	Article Critique 3 (due 7/8 at noon) Alternating Treatments Replication Discussion
6. 7/8	Changing Criterion Designs	Data Focused Article Critique (due 7/15 at noon) Changing Criterion Replication Discussion
7. 7/15	Data Collection	Data Collection Activity (due 7/22 at noon) Research Proposal Activity (due 7/22 at noon)
8. 7/22	Research Wrap-Up	Final Quiz (due Friday 7/26 at noon)

**Currently Approved Syllabus:**

**SPED 7782: Direct Readings in Special Education**

**Semester/Year**

**Time/Location  
Instructor**

**Office Location**

**Office Hours**

**Online Hours** By appointment

**Telephone** Direct Line: 678-839-  
Department Line: 678-839-  
Fax: 678-839-6162

**Email**

**Online Support** CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://www.westga.edu/library/>

University Bookstore  
<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

**Concentrated readings and review of research studies and literature relative to areas of significance in education.**

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards include the national standards from the Council for Exceptional Children (CEC) - Advanced Preparation Standards.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

This class will draw upon lectures, independent readings, interactive technology, small group discussion, and case studies.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<b>Activity</b>	<b>Instructional Equivalent</b>
Discussion posts	450 minutes
Audio/video instruction	500 minutes
Quizzes	400 minutes
Module Activities	900 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. Identify a broad topic for initial exploration and study; (Valencia, 2010; Allport, 1954) [CEC Advanced Preparation Standard 1, 5]

2. Identify sources of information related to the topic; (Ford, 2011; Banks, 2014, Howe & Lisi 2014) [CEC Advanced Preparation Standards 1, 5]
3. Selected and secure relevant readings and data relating to the broad project; (Barton & Coley, 2009; Losen & Skiba, 2010) [CEC Advanced Preparation Standards 1, 4]
4. Narrow the broad area into a researchable and reportable topic; (Codrington & Fairchild, 2012) [CEC Advanced Preparation Standards 1, 4]
5. Review, summarize, critique the appropriate readings and literature directly related to the narrowed topic; (Gay, 2010) [CEC Advanced Preparation Standards 1, 4, 6]
6. Report in-depth, in an agreed upon formal form, the findings of the literature and readings (Galvan, 2009) [CEC Advanced Preparation Standards 1, 4, 6]

### TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** Galvan, J. L. (2009). *Writing literature reviews (4th ed.)*. Glendale, CA: Pycszak Publishing

**Suggested Text(s)** This is not a required text but would be good resource for your professional library:  
 Bittel, P. J. & Young, N. D. (2012) *Transforming special education practices: A primer for school administrators and policy makers*. Baltimore, MD: Rowman & Littlefield

**Required Instructional Resource:** Tk20 Subscription –  
 These subscriptions are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

**If you have purchased a subscription previously, DO NOT re-subscribe.** For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**Course References**

- Allport, G., (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley
- Banks, J. (2014). *An introduction to multicultural education* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson
- Barton, P. & Coley, R., (2009). *Parsing the Achievement Gap II*. Princeton, NY: Educational Testing Service Policy Information Center.
- Boykin, W., (1994). Afro-cultural expression and its implications for schooling. In E. R. Hollins, J. E. King, & W. C. Hayman (Eds.), *Teaching diverse populations: Formulating a knowledge base* (pp. 225 – 273). Albany, NY: State University of New York Press
- Codrington, J., & Gairchild, H. (2012). *Special education and the mis-education of African American Children: A call to action*. Ft. Washington, MD: The Association of Black Psychologist
- Cross, W. (1995). The psychology of Nigrescence: Revising the Cross model. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of culturally responsive counseling* (pp. 93 – 122). Thousand Oaks, CA: Sage.
- Ford, D., (2011). *Multicultural gifted education* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press
- Ford, D.Y. & Kea, C.D. (2009). Creating culturally responsive instruction: For students' sake and teachers' sake. *Focus on Exceptional Children*, 41(9), 1-18.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2<sup>nd</sup> ed.). New York, NY: Teacher College Press.
- Helms, J., (1994). Racial identity in the school environment. In P. Pedersen & J. C. Carey (Eds.). *Multicultural counseling in schools: A practical handbook* (pp. 19 – 37). Boston, MA: Allyn & Bacon.
- Howe, W. & Lisi, P. (2014). *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. Los Angeles, CA: Sage.
- Losen, D., & Skiba, R. (2010). *Suspended education: Urban middle schools in crisis*. Montgomery, AL: Southern Poverty Law Center.
- Poston, W. (1990). The biracial identity development model: A needed addition. *Journal of Counseling and Development*, 69, 152 – 155.
- Ruiz, A. (1990). Ethnic identity: Crisis and resolution. *Journal of Multicultural Counseling and Development*, 18, 29 – 40.
- Shade, B., Kelly, C., & Oberg, M., (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association
- Trotman Scott & Ford (2013), Preparing teacher education candidates to work with students with disabilities and gifts and talents. In A. Ball & C. Tyson (Eds.), *Studying diversity in teacher education* (201 – 217). Washington, DC: American Educational Research Association.

Valencia, R., (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. New York, NY: Routledge

Webb –Johnson, G. (2002). Are schools ready for Joshua? Dimensions of African-American culture among students identified as having behavioral/emotional disorders. *Qualitative Studies in Education*, 15(6), 653 – 671.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

1. **Book Review (10 Points)** Candidates will read the assigned book and write a book review. Criteria provided in CourseDen. (Course Objectives 3 & 5).
2. **Video & Article Reflections (20 Points)** Candidates will view videos and read assigned articles and write a 2 - 3 page reflection on each. Criteria provided in CourseDen. (Course Objectives 1-8).
3. **Discussion (10 Points)** Group members will engage and respond to an instructor created discussion prompt. Each member must create an original post and respond to at least two group members by the time indicated to receive full credit. (Course Objectives 1 – 4).
4. **Study Guide/Discussion Summary/Participation (20 Points)** This is a multi-part assignment.
  - i. **A study guide developed on an assigned chapter reading.** The study guide should include (a) two-paragraph summary of the chapter. (b) one related resource (c) one related activity.
  - ii. **Lead a discussion on the reading.** You will facilitate a discussion using one of the questions provided at the end of the chapter and engage the group in a discussion. **Due dates are posted.**
  - iii. **A summary of the group discussion** **Due dates are posted.**  
 Grantham, Trotman Scott, & Harmon, 2013) (Course Objectives 1-5)
5. **Group Workshop Project/Participation (20 Points)** Each group will choose a Chapter within the *Young, Triumphant, and Black* book to develop a workshop that focuses on a critical issue in the fields of special and urban education. This gives you a chance to apply and synthesize what you have learned from the course. The audience may be teachers, parents, counselors, psychologists, and/or administration. Develop assessments, resources, activities, and materials, along with an overview of each. Also, include a summary of the project and why the group feels the project is valuable. All group members will be evaluated on their level of participation and follow-through on the project. (Grantham, Trotman Scott, & Harmon, 2013). (Course Objectives 1 – 5).
6. **Case Study (10 Points)** Candidates will create a case study based off a student with whom they have interacted. Criteria provided in CourseDen (Course Objectives 1 – 5).
7. **Your Perspective (10 Points).** Candidates will reflect on what they have learned in the class and how they will apply the information in their day to day lives/classrooms. (Course Objective 4).



### Evaluation Procedures

Assignments will be graded by the course instructor based on the information provided in this syllabus and through the course Modules. All assignments are due by midnight on the due date (see syllabus and CourseDen D2L Modules for due dates). **Late assignments will not be accepted unless prior approval is given by the instructor. Late assignments will have up to 5 points deducted for each calendar day late (see each activity rubric for information).**

**The student will have access to all grading rubrics in CourseDen D2L.**

	Assignment	Points	Assessment Tools	Due Date
1.	Book Review	10	Rubric	September 16
2.	Video Reflection	10	Rubric	October 7
3.	Article Reflections	10	Rubric	October 7
4.	Iceberg Discussion	10	Rubric	September 16 & 23
5.	Study Guide	10	Rubric	See Schedule
6.	SG/Discussion Participation	10	Rubric	See Schedule
7.	Group Workshop Project	10	Rubric	October 28
8.	Workshop Participation	10	Rubric	October 28
9.	Case-Study	10	Rubric	December 2
10.	Your Perspective	10	Rubric	December 9

### Grading

Final grades will be distributed according to the following scale:

A = 90-100    B = 80-89    C = 70-79    F = below 70

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more

information, please contact Disability Services at the University of West Georgia:

[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all

DATES	TOPICS	ASSIGNMENTS DUE
MODULE 1	<p><b>Biography and photo on CourseDen roster.</b>  <b>Read <i>Fire in the Ashes</i></b>  <i>On-Line Writing Lab</i>  <a href="http://owl.english.purdue.edu/owl/resource/704/01/">http://owl.english.purdue.edu/owl/resource/704/01/</a>  <i>The Writing Center, University of North Carolina at Chapel Hill</i>  <a href="http://writingcenter.unc.edu/handouts/book-reviews/">http://writingcenter.unc.edu/handouts/book-reviews/</a></p>	<p>Biography and picture on roster   <b>Book Review</b></p>
MODULE 2	<p>Trading Schools  Even Odds Day 1 &amp; 2  Cultural Iceberg  Cultural Identity Models</p>	<p><b>Video Reflection</b>   <b>Article Reflection</b>   <b>Cultural Iceberg Discussion</b></p>
MODULE 3	<p><b>Read <i>Young, Triumphant, &amp; Black</i></b></p>	<p><b>Study Guide Facilitate &amp; Summarize Discussion</b></p>
MODULE 4	<p><b>Group In-Service Project</b>  Using one of the YTB chapters, create an in-service that would train a group of people on how to educate/serve the students discussed in the chapter.</p>	<p><b>PowerPoint Resources</b></p>
MODULE 5	<p><b>Webb-Johnson Article</b>  Are Schools Ready for Joshua? Dimensions of African American culture among students identified as having behavioral/emotional disorders</p>	<p><b>Reflection</b></p>
MODULE 6	<p><b>Case Study</b>  Create a case study of your own. Follow the format of the Webb-Johnson Article. Make sure it has an urban and multicultural focus</p>	<p><b>Case Study</b></p>

students, within constraints of time and space.

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 11:59 p.m. on the due date as listed in the syllabus and on CourseDen D2L. **Late assignments may have up to five (5) points deducted for each calendar day late (see rubric for more information).**

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

## CLASS OUTLINE

**PLEASE NOTE THAT CHANGES CAN BE MADE TO THE SYLLABUS AT ANY TIME DURING THE SEMESTER. THE INSTRUCTOR WILL EMAIL A COPY OF THE UPDATED SYLLABUS TO THE CLASS WITH A NOTE TO REPLACE THE CURRENT SYLLABUS IF NEEDED.**

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Psychology Department <small>Department</small>	College of Social Sciences <small>College</small>	Osbeck, Lisa <small>Originator</small>				
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments                    Senate Action Item <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
PSYC <small>Prefix</small>	6700 <small>Number</small>	Ecopsychology <small>Course Title</small>				
This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined themes of eco and psyche. The course will deepen understanding of major currents that constitute ecopsychology, facilitate comprehension of their impact on the conceptual foundations of the discipline of psychology, and consider applications of ecopsychology as professional practice.						
<small>Course Catalog Description</small>						
4 <small>Lec Hrs</small>		4 <small>Lab Hrs</small>	4 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Yearly <small>Frequency</small>	Letter Grade <small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
There are three important reasons for this course: First, ecopsychology is an emerging and fast-growing sub-discipline in psychology, as evidenced by new journals, conferences, books and university programs. Second, the intersection of ecopsychology with UWG's humanistic approach to psychology in particular offers significant opportunities for cross-fertilizing both. Third, it is a topic of tremendous interest to students, especially in light of the serious contemporary ecological crises.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? NO <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: 16						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
<u>Donadrian Rice</u> [APPROVED 2014-03-03] Chair, Course Department  <u>Amber Smallwood</u> [APPROVED 2014-04-02] Coordinator, COSS Executive Committee			N/A Chair, Cross Listed Department  N/A Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
<u>Elizabeth Kramer</u> [APPROVED 2014-04-10] Chair, Graduate Programs Committee			<u>Jon Anderson</u> [REQUIRED] Final Approver			

**Psychology 5700**  
**ECOPSYCHOLOGY**  
**SYLLABUS**

**General Information**

Instructor: Dr. Chris Aanstoos  
Office: 208 Melson Hall

Telephone: 678-839-0618  
Email: aanstoos@westga.edu

**Course Description**

This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined *logos* of *eco* and *psyche*. These themes dance together in timely and important ways, from very practical and applied levels to very philosophical and visionary ones.

**Course Objectives**

The objectives of the course are: 1) to deepen an awareness and understanding of major currents that constitute the ecopsychology; 2) to become more able to utilize those understandings to comprehend their impact on the conceptual foundations of the discipline of psychology; 3) to become familiar with the major applications of ecopsychology as professional practice.

**Required Texts**

In order to best capture the breadth of this emerging field, the texts for this course will include a wide variety of readings. The required books for the course are:

Michael Cohen. *The Web of Life Imperative*

Andy Fisher. *Radical Ecopsychology*

Ezraim Kohak. *The Embers and the Stars*

Elizabeth Roberts. *Humanistic Psychology and Ecopsychology*

Theodore Roszak, Mary Gomes & Allen Kanner. *Ecopsychology*.

The many other required readings are provided on the CourseDen website for this course. See the *Reference List* page for the specific reference information of these readings.

**Evaluation**

The following five metrics will be used to determine the student's grade for the course. Each will contribute an equal share (i.e., 20%) to that computation.

synopses of small group discussions

a "Conversations with Nature" journal

take home essay assignments

leadership of a small group

a comprehensive final examination

For more details of these items, see the descriptions on the *Assignments* pages. In addition to these assignments, students will serve as mentors to undergraduate students in PSYC 4700.

Program View Request (Read-Only)	
<p><b>Originator</b></p> <p>School of Nursing      Nursing      Duke, Karen  <small>College      Department      Originator</small></p>	
<p><b>Action</b></p> <p> <input type="radio"/> Add                       <input checked="" type="radio"/> Modify                       <input type="radio"/> Deactivate                       <input type="radio"/> Terminate  <input type="radio"/> Reactivate                 </p>	<p><b>Modifications</b></p> <p> <input type="checkbox"/> Program Name                       <input type="checkbox"/> Program Description                       <input type="checkbox"/> Degree Name                       <input checked="" type="checkbox"/> See Modification Details                      Senate Action Item      (See Procedure)                 </p>
<p><b>Program Selection</b></p> <p>School of Nursing      Program  <small>College      Program</small></p> <p>EdD in Nursing Education      On Line      Graduate  <small>Program Name      Program Location      Degree Level</small></p> <p>EdD in Nursing Education      Fall      2014  <small>Degree Name      Effective Semester/Year</small></p>	
<p><b>Modification Details</b></p> <p>Adding Plan of Study option B to the EdD in Nursing Education program.</p> <p>(Max 4000 characters)</p>	<p><b>Rationale</b></p> <p>After consultation with a "nationally known" curriculum expert, an additional plan of study is now offered in the EdD in Nursing Education program. The new option B plan of study will allow doctoral students to focus solely on their course work for the first two years of the program with the dissertation process beginning in their third year.</p> <p>(Max 4000 characters)</p>
<p><b>Planning Info</b></p> <p> <input checked="" type="radio"/> Library Resources are Adequate  <input type="radio"/> Library Resources Need Enhancement                      Is this a SACS substantive change? NO      (See Policy)                      Present or Projected Annual Enrollment: 10                 </p>	<p><b>Comments</b></p> <p>Current EdD students whom matriculated in Fall 2012 and Fall 2013 will have a choice to complete either Plan of Study option A or B for graduation requirements. All future EdD students starting with admission of Fall 2014 will only follow Plan of Study option B for graduation.</p> <p>(Max 4000 characters)</p>
<p><b>College Approvals</b></p> <p><u>Kathryn M. Grams</u> [APPROVED 2014-04-07]                      Dean, School of Nursing</p> <p><u>Laurie Ware</u> [APPROVED 2014-03-20]                      Associate Dean of Nursing</p>	<p><b>Cross Listing Approvals</b></p> <p><u>N/A</u>                      Chair, Cross Listed Department</p> <p><u>N/A</u>                      Associate Dean, Cross Listed College</p>
<p><b>Other Approvals</b></p> <p><u>Elizabeth Kramer</u> [APPROVED 2014-04-10]                      Chair, Graduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><u>Jon Anderson</u> [REQUIRED]                      Final Approver</p>

University of West Georgia

Ed.D in Nursing Education

Option B\_Plan of Study

<b>Semester</b>	<b>Course/Title/Semester Hours</b>	<b>Credit Hours</b>
Fall #1	NURS 9001/Current Trends and Issues in Nursing Education/3 hours EDSI 9961/NURS 9002/Quantitative Research Methods/3 hours*	6
Spring #1	EDSI 9962/NURS 9003/Qualitative Research Methods/3hours* NURS 9004/Teaching the Adult Learner/3 hours NURS 9005/Nursing Theory in Nursing Education/3 hours	9
Summer #1	EDSI 9925/NURS 9006/Policy Analysis/3hours* NURS 9007/Applied Statistical Methods/3 hours	6
Fall #2	MEDT 7472/Introduction to Distance Education/3 hours EDFD 7309/NURS 9008/Philosophical Foundations of Education/3 hours* NURS 9009/Curriculum: Theory and Practice/3 hours	9
Spring #2	MEDT 7475/The Distance Education Professional/3hours EDLE 8324/NURS 9011/Ethics in Leadership/3 hours* NURS 9012/Nursing Education Synthesis/3 hours	9
Summer #2	EDSI 9923/NURS 9013/Leadership for Diversity for the 21 <sup>st</sup> century/3 hours* NURS 9014/Directed Reading/3 hours	6
Fall #3	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Spring #3	NURS 9015/Dissertation/ 3 hours	3
Summer #3	NURS 9015/Dissertation/ 3 hours	3
Fall #4	NURS 9015/Dissertation/ 3 hours	3
Spring #4	NURS 9015/Dissertation/ 3 hours	3
	<b>Total Hours</b>	<b>60</b>

University of West Georgia

Ed.D in Nursing Education

Program Outcomes

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.



# **Addendum IV**

## Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official Drop/Add deadline published in the Scoop until the Friday immediately prior to the final week of the term.

### What warrants a Hardship Withdrawal?

A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control. Such circumstances are categorized as follows:

**Physical-** Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.

**Psychological-** Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a UWG Counseling Center counselor that includes dates of treatment and a clear recommendation of whether a hardship withdrawal be given.

**Personal** – Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of coursework. Necessary documentation to support such claims might include copy of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using these reasons will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section
- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

### What is the process for receiving a hardship withdrawal?

The student seeking a hardship withdrawal must initiate the request through either Health Services or the Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs. If the request is granted, the student will receive a W for each course. The Registrar's Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

### Under what conditions is a hardship withdrawal request granted?

A hardship withdrawal is intended as relief for extreme circumstances and granted only in special instances. The following conditions apply:

- The student must meet the timelines and follow the steps outlined above, with emphasis on providing documentation in support of the claims warranting the request.
- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.\*
- Hardship withdrawals requested on or after the last day before the final exam period will be treated as a retroactive hardship withdrawal. Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Retroactive hardship withdrawals will not be granted for semesters occurring more than six months prior to the time the request is made.

\* Under *unusual* circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently. The student requesting a hardship withdrawal from one course must take all documentation to the Associate/Assistant Dean of the college offering the course.

## Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official withdrawal ("W" date) deadline published in the calendar at the beginning of this catalog until the Friday immediately prior to the final week of the term.

Comment [mg1]: Drop/Add

Comment [mg2]: Scoop

### What warrants a Hardship Withdrawal?

A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control. Such circumstances are categorized as follows:

**Physical-** Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.

**Psychological-** Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a Student Development Center counselor that includes dates of treatment and a clear recommendation of whether a hardship withdrawal be given.

Comment [mg3]: UWG Counseling

**Personal** – Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of coursework. Necessary documentation to support such claims might include copy of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using these reasons will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section
- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

### What is the process for receiving a hardship withdrawal?

The student seeking a hardship withdrawal must initiate the request through either Health Services or Student Development. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs. If the request is granted, the student will receive a W for each course. The Registrar's Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Comment [mg4]: the Counseling Center.

### Under what conditions is a hardship withdrawal request granted?

A hardship withdrawal is intended as relief for extreme circumstances and granted only in special instances. The following conditions apply:

- The student must meet the timelines and follow the steps outlined above, with emphasis on providing documentation in support of the claims warranting the request.
- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.\*
- Hardship withdrawals requested on or after the last day before the final exam period will be treated as a retroactive hardship withdrawal. Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Retroactive hardship withdrawals will not be granted for semesters occurring more than six months prior to the time the request is made. If the hardship withdrawal request is granted, the grade will be changed to a W through the official Grade Appeal process involving a Change of Grade form for each course taken. (See [Grade Appeal process, http://www.westga.edu/handbook/](#) or *Connection and Student Handbook, Appendix J.*)

Comment [mg5]: Procedural instructions are listed on p. 2 of the form and also in the Student Handbook. The form can be accessed at the provost's site and also the registrar's site. The form will need a slight modification in the instructions to account for processing hardship withdrawals after the Drop/Add date, rather than only after the W date. The form does not need to be approved by AP or the Senate.

\* Under *unusual* circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently. The student requesting a hardship withdrawal from one course must take all documentation to the Associate/Assistant Dean of the college offering the course.

# Addendum V

## 2014-2015 Parking Code Significant Revisions

**Introduction.** The specific revisions can be found at the corresponding section of the Draft 2014-2015 Parking Code:

**I. GOVERNING AUTHORITY**-removed reference to outdated BOR policy with direct language regarding delegated authority and responsibility of Parking and Transportation Services for parking regulations and procedures.

### **II. MOTOR VEHICLE REGISTRATION, C. Student Registration**

Renumbered bullets in better chronological order.

1. Boldfaced “The hangtag may be used on any vehicle brought onto campus by the student.” to prevent students from wrongly assuming that if they bring another car on campus they become “visitors.”

### **II. MOTOR VEHICLE REGISTRATION, D. Employee Registration**

1. Recommend registration within one business day following orientation for new faculty/staff versus “immediately”.
2. Added all Aramark employees (full-time and part-time) must register their vehicle within one business day following orientation
3. Correctly notes placement of faculty/staff decal on the **upper** passenger’s side of the windshield.
10. Moved information regarding restriction from registering as employee/faculty and staff for Graduate Assistants, student assistants, Federal Work Study Program from student registration to this section

### **II. MOTOR VEHICLE REGISTRATION, E. Visitor Registration**

Replaces “Visitor’s Parking Permit” with “Visitor’s Parking Hangtag”

### **II MOTOR VEHICLE REGISTRATION, F. Persons with Disabilities**

- a. Replaces Handicap Parking Permit with “H/C” decal attached to either a student hangtag or faculty/staff decal.
- b. Replaces “handicap spaces” with “Permit Parking Only” accessible parking spaces as more respectful language per UWG Accessibility Services and “Mobility International, USA”
- c. Replaces permit with Hangtag for persons with temporary disabilities.
- d. Replaces Department of Motor Vehicles with Georgia Department of Revenue as the source for State-issued temporary permits.

### **III PARKING REGULATIONS, B. Regulations**

6. Provides clarity regarding parking meters hours and displaying hangtags and decals.
10. Provides more specificity regarding authorized use of service spaces

### **V. Parking Area Color Coding and Designations C. Student-Zoned**

A. Boldfaced, “In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.” to reduce misunderstanding.

B. Faculty/Staff parking. Boldfaced “with the exception of parking reserved 24/7” and included Back Campus Drive as an example of an area marked by signage.

C5. Added Greek Village, “G/V” permits authorized to park in any designated Open Parking Lots. Added Student “E,” “W,” “C,” and “RF” permits are not authorized to park in the Greek Village Housing Complex.

C6. Boldfaced “Residential Freshmen (RF) will only park at either the Residential Freshmen parking lots at the Athletic Complex, designated specific Parking Lots C, D, E, F) or the designated spaces of the Evergreen Parking Lot for emphasis

## VII Schedule of Fines and Payments

Deleted “Littering on campus property.....\$25.

# **Addendum VI**

**UWG**  
**PARKING CODE**  
**2014-2015**



Parking and Transportation

Row Hall

678-839-6629

<http://www.westga.edu/parking>

Revised April 2014



## I. GOVERNING AUTHORITY

The University of West Georgia (UWG) Parking and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

## II. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students who park on the UWG Carrollton campus are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued.

All UWG Newnan students and students taking online classes who visit the Carrollton campus must have their vehicle registered and display a current University of West Georgia hangtag or follow the procedures found in Section II-E. Visitor Registration

### A. Registration Procedure

If they intend to park on campus, individuals must come to the Parking Services Office in Row Hall to register their vehicle. Failure to do so will result in ticketing for a non-registered vehicle.

The person registering a vehicle is responsible for all parking violations incurred by that vehicle and/or hangtag/decals regardless of who is operating the vehicle or to whom the vehicle is registered.

Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle. Parking Services may grant, on a case-by-case basis, permission to register the use of a personal motorized cart for students and employees with accessibility (mobility) issues.

### B. After-Hours Registration

Individuals who are unable to stop by Parking Services during regular office hours (7:30 a.m. until 5:00 p.m. Monday-Friday) may go to the lobby of Mail Services (located on the main level of the University Community Center (UCC)) to register for their hangtags. The building offers accessibility during non-business hours. Registration forms are located in the UCC Mail Services lobby and must be filled out completely and placed in the lock box. The registration will be processed, and the hangtag will be mailed the following business day to the address on the application.

### C. Student Registration

1. All students must register their vehicles. Students will be issued parking hangtags. Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard. **The hangtag may be used on any vehicle brought onto campus by the student.** Citations are issued to the hangtag and not the vehicle. However, if no hangtag is visible, the citation is issued to the vehicle.
2. Student fees for parking are included with class registration fees.
3. Students are limited to one hangtag per academic year. Replacement for a lost hangtag is \$15.00.

4. Refunds for hangtags will not be offered.
5. Students have the first five class days after the beginning of their first semester each academic year to register their vehicles. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag. Vehicles will still be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

#### **D. Employee Registration**

1. UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following orientation for new faculty/staff.
2. All Aramark employees (full-time and part-time) must register their vehicle within one business day following orientation.
3. Upon vehicle registration, individuals will be issued a parking decal which must be attached on the upper passenger's side of the front windshield anytime the vehicle is parked on campus. The decal must face outward from the vehicle and be totally unobstructed by the sun shade strip. Citations are issued to the decal and not the vehicle. However, if the decal is missing, the citation is issued to the vehicle.
4. Employee registration fee is \$15.00.
5. Replacement for a lost decal(s) is \$15.00.
6. Refunds for decals will not be offered.
7. Faculty/staff and contract employees cannot receive a decal for a new academic year until all outstanding fines are paid.
8. Full-time faculty/staff may be issued a gate access card upon request. This card is not to be loaned to anyone. The card remains the property of UWG and must be returned to Parking Services at the end of employment. The replacement cost for a lost or stolen gate access card is \$10.00.
9. Family members (spouse and or children) of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.
10. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students are not permitted to register their vehicles as faculty/staff. UWG students employed by Aramark are not permitted to register their vehicles as faculty/staff. Additionally, student assistants may not park in designated faculty/staff areas until after 5:00 p.m. Monday through Friday.

#### **E. Visitor Registration**

Visitors should contact Parking Services, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking (orange) Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to [parking@westga.edu](mailto:parking@westga.edu). Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email or call Parking Services for instructions.

Parking and Transportation Services will issue a Visitor's Parking Hangtag to all authorized visitors. This hangtag will be suspended from the windshield mirror facing outward. When using voicemail or email, visitors must provide vehicle information including make, model, and tag number as well as purpose of visit.

Visitors with disabilities should contact Parking Services, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to [parking@westga.edu](mailto:parking@westga.edu). Visitors with disabilities are allowed to park in "Permit Parking Only" accessible parking spaces, as well as any area designated for faculty, staff, student, and metered parking. Visitors are not allowed to park in any area that is designated as tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

## **F. Persons with Disabilities**

**Under Official Code of Georgia section 40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators' vehicles will be cited and towed.**

UWG students, faculty and staff with either permanent or temporary disabilities must obtain a "H/C" decal from Parking Services if they intend to park in "Permit Parking Only" accessible parking spaces on campus. Persons with disabilities are allowed to park in student or faculty/staff spaces if "Permit Parking Only" accessible spaces are filled. Parking in service-vehicle spaces, reserved spaces, metered spaces (without paying) or in any areas that are restricted by UWG signage or state law is not allowed. While parked on campus, the "H/C" decal must be attached either to a student hangtag or faculty/staff decal. The current UWG hangtag with "H/C" decal will be displayed in front of any State-issued Disability Parking Permit.

### **1. Permanent disabilities**

An "H/C" decal is required from Parking Services which must be affixed to the driver's UWG hangtag or decal. Gate cards that allow access to restricted gated lots will be issued to individuals issued a special accessibility decal. Gate cards must be returned to Parking Services whenever classes are no longer being taken at UWG or employment is concluded. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

### **2. Temporary disabilities**

A hangtag may be issued for persons with temporary disabilities. The driver must present to Parking Services a doctor's statement that communicates the need for accommodation and the duration of the request. The statement must be on letterhead with original signature. The hangtag must be displayed in clear view. As needed, persons with temporary disabilities will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

### **3. Persons with disabilities with a non-registered vehicle**

Non-registered vehicles that display a disabled license plate or state issued Disability Parking Permit may receive a warning citation to remind the occupant to register with Parking Services. Further violations will be subject to fines and impoundment as outlined in Section V of this code.

## **G. Temporary Parking Permits**

Hangtag/decals shall be properly displayed in any temporary vehicle. Should the student, faculty, or staff employee fail to transfer the hangtag/decal, s/he should call Parking Services at 678-839-6629 before or upon arrival to campus and advise the vehicle will be on campus without a hangtag/decal. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail, or email [parking@westga.edu](mailto:parking@westga.edu). Individuals must include ID number (917) and all vehicle information including make, model, and tag number. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left

or email is received by Parking Services prior to the issuance of the citation.

### III. PARKING REGULATIONS

**Students, Faculty, Staff, and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia.**

#### A. UWG Definitions

**Motorcycle** - a motorized 2-wheel vehicle with an engine size of 50 cc. or greater. Certificate of origin must state: "Manufactured for lawful highway use". A special decal will be issued for motorcycles.

**Scooter** - motorized 2-wheel vehicle with an engine size of less than 50 cc.

**Motorized Cart** - a cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.

#### B. Regulations

1. The Parking Code is in effect at all times.
2. Motorcycles must park in a regular parking space and in the same manner as an automobile. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone. Motorcycles are prohibited from driving on sidewalks or around parking control gates.
3. Scooters are only allowed to park in bicycle racks on campus.
4. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university's boundaries is not permitted unless approved by the Assistant Vice President of Auxiliary Services.
5. Parallel parking against the flow of traffic on the street is prohibited.
6. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; however, hangtags/decals must be displayed for faculty/staff and currently enrolled students. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.
7. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services. The owner is liable for all parking citations issued before Parking Services is notified. The time limit for inoperable vehicles on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense.
8. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 15 minutes.
9. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.
10. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.
11. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:

- a. Avoid leaving valuable items in vehicles.
  - b. Call University Police (678-839-6000) to report damaged or stolen property.
  - c. Pay attention to warning signs and park away from athletic fields.
12. UWG motorized carts:
- a. Parking is permitted in:
    - (1) parking lots in accordance with the other sections of this code.
    - (2) cart spaces that have been constructed for this purpose.
  - b. Parking is prohibited:
    - (1) On landscaped and lawn areas.
    - (2) In front of electrical transformers and other equipment that could require immediate access.
    - (3) On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
    - (4) On streets, driveways, and parking lot access points, unless in designated parking spots.
    - (5) In any location, or in any manner, that would impede emergency responders.
    - (6) In any location that would impede the normal operations of the campus.

#### IV. IMPOUNDMENT

**Motor vehicles in violation of Article B of the Parking Code may be impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.**

- A. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:30 a.m. to 5:00 p.m., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:30 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:30 a.m. Monday, and during university holidays.
- B. Vehicles may be impounded for any of the following reasons:
  - 1. Non-Registered vehicles having three or more unpaid parking fines.
  - 2. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
  - 3. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
  - 4. In case of emergency or in the interest of public safety.
  - 5. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.

#### V. PARKING AREA COLOR CODING AND DESIGNATIONS

- A. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. **In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.**
  - 1. **Yellow** - No parking zone anytime. Violators are subject to citation and impoundment.
  - 2. **Red** - Emergency lanes. No parking anytime. Violators are subject to citation and impoundment.
  - 3. **Green** - Faculty/staff parking.
  - 4. **White** - Open parking.
  - 5. **Blue** – Accessibility (Disabilities) parking. Enforced 24/7. Individuals without special accessibility decals or accessibility hangtags are subject to citation and impoundment.
  - 6. **Grey** - Residential Freshmen parking.
  - 7. **Visitors** - Visitor parking. Enforced 24/7. Faculty, staff, and students may neither park their personal nor

service vehicles in designated visitor spaces at any time. Violators are subject to citation and impoundment.

**B. Faculty/Staff parking** is in effect from 7:00 a.m. to 5:00 p.m., Monday through Friday (unless otherwise designated by signage or gate controls) on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 p.m. to 7:00 a.m.; **with the exception of parking reserved 24/7**, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

**C. Student-Zoned parking** is in effect 24/7.

1. Student "E" permits may park in the 24-hour restricted areas EAST of Foster Street. These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks.
2. Student "W" permits may park in the 24 hour restricted areas WEST of Brumbelow Road. These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments.
3. Student "C" permits may park in restricted Commuter lots.
4. Student "E," "W," "C," and Faculty/Staff permits are authorized to park in any designated Open Parking Lot designated either by white curb color or signage.
5. Student "G/V" permits are authorized to park in the Greek Village Housing Complex or in any designated Open Parking lot. Student "E," "W," "C", and "RF" permits are not authorized to park in the Greek Village Housing Complex.
6. **Residential Freshmen (RF) will only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots C, D, E, F) or the designated spaces of the Evergreen Parking Lot.** Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.
7. Any student moving from one residence hall or other zoned area to a different zoned area except Residential Freshmen must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.
8. Residence Life Coordinators, Residence Directors, and Resident Assistants are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces or decals are not to be "loaned" to ANYONE.
9. Loading/Unloading spaces are for residents only with a parking limit of 15 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

## VI. PARKING APPEALS

### A. Time Limit

All appeals must be made within ten (10) business days of the date of the citation. Failure to do so in the specified time may result in the automatic forfeiture of the right to appeal the parking citation.

### B. Appeals Procedure

1. All appeals must be submitted following the instructions located at the Parking Services website: [http://www.westga.edu/parking/index\\_21932.php](http://www.westga.edu/parking/index_21932.php) or at the Parking Services Office, located in Row Hall.
2. Students, Faculty, and Staff must include their campus email address on the appeal form submitted.
3. Appeals may be submitted through the following:

- a. Online.....<https://parking.westga.edu/ticket.php>
- b. In-person.....submit to Parking Services office located at Row Hall (must have citation attached to appeal form)
  - Monday – Friday 8:00 a.m.–5:00 p.m. except holidays
- c. Mail.....Parking Services
  - University of West Georgia
  - 1601 Maple Street
  - Carrollton, GA 30118 (must have citation attached to appeal form)
- d. Fax.....678-839-5504 (must have citation attached to appeal form)

- 4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal form.
- 5. Individuals should clearly explain their situation.
- 6. The following citations and/or explanations cannot be appealed:
  - a. Yellow curb violation
  - b. Fire lane/Red curb violation
  - c. Fire hydrant violation
  - d. Persons with disabilities parking space violations
  - e. Meter violations
  - f. Unable to find a space
  - g. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations).
  - h. Other vehicles were parked improperly.
  - i. Only parking illegally for a short period time
  - j. Late to class or appointment
  - k. Inability to pay the amount of the fine.
- 7. Notification of appeal decisions are made via-email sent to the campus email address submitted with the appeal.

**C. Appeal Judge**

- 1. Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Vice President for Business and Finance. The Appeal Judge shall be empowered to render either of the following rulings on all appeals:
  - a. The citation appeal is granted.
  - b. The citation appeal is denied.
- 2. The Appeal Judge may use discretion to waive or reduce fines.

**D. Parking Appeals Committee**

- 1. The Parking Appeals Committee is comprised of the Student Judicial Chairperson, one Faculty Member and one Staff Member (who are appointed by the Vice President of Academic Affairs). No member is affiliated with Parking Services or University Police. No member of the committee or the Appeals Judge may rule on or approve their own parking citation appeal.
- 2. All Appeal Judge’s decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.

3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that correct interpretation of the parking code is being applied.
4. The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:
  - a. The ruling of the Appeal Judge is upheld
  - b. The ruling of the Appeal Judge is waived and/or modified.
5. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.

## VII. SCHEDULE OF FINES AND PAYMENTS

**Per University registration policy, students must clear all holds (including parking) and pay all fees before registering.**

All student citations issued on or after January 1, 2012 must be paid (cash or check) in the Bursar's Office located on the first floor of Aycock Hall. UWG students can also pay citations through their Banweb account with debit or credit card. Holds are placed on University of West Georgia student accounts until paid in full or citation(s) are resolved. Hours of operation and payment information can be found on the Bursar's Office website at <http://www.westga.edu/bursar/>. Please note: All citations issued before January 1, 2012 must be paid in the Parking Services office located in Row Hall.

**A.** The schedule of fines and payments is as follows:

1. Counterfeiting a hangtag with intent to defraud, obtaining a hangtag by fraudulent means.....\$100.00
2. Altering any Parking Services permanent or temporary permit.....\$100.00
3. Obtaining a hangtag/decal for an unauthorized person.....\$100.00
4. Falsely registering a vehicle.....\$100.00
5. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag (subject to impoundment).....\$100.00
6. Restricted Parking includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, reserved space or any other designated/signed tow-away zone (subject to impoundment).....\$50.00
7. Faculty/Staff designated areas.....\$35.00
8. Parking on yellow curb.....\$35.00
9. Parking in restricted student zone areas.....\$35.00
10. Parking meter violations.....\$25.00
11. Non-registered vehicle.....\$20.00
12. Failure to display hangtag.....\$20.00
13. Parking on a sidewalk, lawn area, driveway, athletic field (subject to impoundment).....\$35.00
14. Parking against the flow of traffic.....\$25.00
15. Hangtag improperly displayed/obstructed from view.....\$20.00
16. Double parking.....\$10.00
17. Parking on or outside of white line or out of space.....\$10.00



If you have any questions or need additional information, call Parking Services at 678-839-6629 or visit our website at <http://westga.edu/parking>.

Rev. Approved by the Facilities and Services Committee of the Faculty Senate

Rev. Approved by Faculty Senate

Rev. Approved by Mr. Reeves

Rev. Approved by Mr. Sutherland

Rev. Approved by Dr. Marrero

# **Addendum VII**

**Recommendation from the Faculty Senate Rules Committee  
for One-Year Position of Chair-Elect of the Faculty Senate  
April 8, 2014**

The current composition of the Faculty Senate includes the following (see *Policies and Procedures of the University of West Georgia*, August 16, 2011, p. 20)  
<http://www.westga.edu/assets/Dept/vpaa/PoliciesProcedures15June2012.pdf> :

- University President (ex officio)
- University Provost (ex officio)
- Chair of the Senate (Two-Year Term)
- Past-Chair of the Senate (ex officio) (Two-Year Term)
- Duly Elected Senators (Three-Year Term)
- Executive Secretary (Three-Year Term)

The Faculty Senate Rules Committee members recommend a position of Chair-Elect of the Faculty Senate (ex officio) to serve in the position for one year before taking office as Chair. The rationale is that the position will allow more time for the Chair-Elect to learn the responsibilities of the Chair and be mentored by the current Chair.

The Rules Committee members recommended that the election should be held at the last Spring General Faculty meeting for the term of Chair-Elect to begin June 1st. The Chair-Elect would then assume the position of Chair on the following June 1st.

The Rules Committee members recognize the need to be considerate of the long-term commitment in addition to the need for continuity. The recommendation is to institute the position of Chair-Elect to serve as an ex officio member of Faculty Senate for one year, followed by two years as Chair, and then one year as Past-Chair. With this schedule, the overall time commitment remains the same at four years. (The current time commitment is two years as Chair and two years as Past-Chair.)

Responsibilities for the Chair-Elect would include the following:

- Attend Faculty Senate meetings as an ex officio member
- Attend occasional President's Advisory Council (PAC) meetings (e.g., once a month or once every two months)
- Attend one state-level meeting for Faculty Senate leaders during the year